

NEW TEACHERS FOR THE NEW SCHOOL

The Role of Colleges and Universities
in the Education of Teachers for
the Modern Secondary School

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A Report of the Cooperative Study Group
conducted by Barnard College, Columbia College
and Teachers College at Columbia University
New York City
1942

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FOREWORD

The Cooperative Study Group, which prepared this report, was a direct outgrowth of the special pre-service teacher education program for liberal arts students begun three years ago by Barnard College, Columbia College, and Teachers College in association with the Commission on Teacher Education. This pre-service program was primarily directed toward the preparation of teachers for secondary schools with a "broad fields" curriculum. The three Columbia University faculties and the Commission, in initiating the present Cooperative Study, were concerned primarily with certain key problems which liberal arts colleges and public schools face in preparing teachers for secondary schools with a "general studies" curriculum.

For the study of these problems, a group of Fellows, consisting of eight representatives of school systems and of liberal arts colleges interested in teacher education, were selected. The General Education Board granted eight fellowships for these selected workers, four for workers from school systems and four from liberal arts colleges. The names of the Fellows are given on the title page. The following graduate students in Teachers College also participated in the study: Henry F. Butler, Vivian V. Edmiston, Richard H. Lampkin, Guy B. Phillips, Sarah C. Saunders.

The eight Fellows worked with a staff composed of members of the Barnard College, Columbia College, and Teachers College faculties and with consultants of the Commission on Teacher Education. Together they studied the problems of pre-service preparation as revealed in the three-year cooperative program in Columbia University referred to above; the problems of in-service education as discussed by various study groups in Teachers College; the experiences of certain laboratory schools, undergraduate colleges, and graduate faculties in and near the University; and reports of state, city, and institutional projects elsewhere, in so far as these were concerned with newer developments in secondary education and teacher education.

The instructional staff consisted of the following professors: Hollis L. Caswell of Teachers College, Chairman, ex-officio; W. B. Featherstone of Teachers College; Will French of Teachers College; Wilbur M. Frohock of Columbia College; Helen H. Parkhurst of Barnard College; and Conald G. Tewksbury of Teachers College. The cooperation of faculty representatives from Barnard College and Columbia College, as indicated above, was a noteworthy feature of the program. The chairman of the group for the first semester was Professor Featherstone; for the second semester, Professor Tewksbury. Professors Lennox Grey and Edward S. Evenden of Teachers College were closely associated with the group at the time of its initiation and throughout the year.

From the outset, one of the chief aims of the study was the writing of a report by the members of the group. This report would systematically examine the various problems which confront representative schools and colleges in the pre-service and in-service education of teachers for newer types of programs in the secondary schools. The question of how to secure more adequate cooperative use of liberal arts college, professional, and public school resources for the preparation of teachers was uppermost in the discussions of the group throughout the year. The report is primarily concerned with this fundamental question.

It is gratifying to report that the Fellows demonstrated throughout the year their ability to work together in a spirit of real understanding. Because of this fact, it was possible to conduct the work of the year not as a formal course but as a "cooperative inquiry". Rarely, if ever, have two such groups been brought

together for a full year of joint investigation and study. The significance of the study, therefore, lies not so much in the conclusions reached in the report, important as we believe some of these conclusions to be, as in the fact that a serious beginning has been made by two groups of representatives in exploring the possibilities of more effective cooperation between colleges and public schools in the education of tomorrow's teachers. It is appropriate that the Fellows of the Cooperative Study should regard their report as "An Experiment in Understanding."

W. B. Featherstone

Donald G. Tewksbury

INTRODUCTION

A Statement of the Group Process

The Fellows of the Cooperative Study Group met for the first time late in September. The first sessions of the group were unusually interesting. Each of us had looked forward with keen anticipation to meeting the individuals with whom we had been invited to share experiences for the next eight months. The exchange of experiences during these early meetings was most helpful and illuminating. During these first sessions we made plans for the subsequent meetings of the seminar and arranged for the keeping of records of these meetings.

To some of the group, it seemed at the time that we were unnecessarily slow in starting to work; consequently, some of us tended to become a little impatient. As the year's work progressed, however, we realized that this period of orientation to the study and acquaintance with each other was time well spent, because without it we could not have progressed so well as we did in the cooperative type of work inherent in the very nature of our problem.

The necessity of arriving at some common understanding of the character of the new-type secondary school became evident at an early stage in our work. It was seen that before we could begin to plan a program of preparation for teachers in the modern school, it was essential that we understand the nature of this school. Because of the great differences in the educational philosophies of the members of the group, arriving at such an understanding proved to be a longer and more arduous task than was anticipated. It was January before we agreed upon the characteristics or emphases common to newer types of secondary schools.

One member of the staff and four of the Fellows who had been working in secondary schools described to the group in vivid detail the new programs which they knew so well. One of the Fellows reported on the results of a survey of the methods of teaching in selected secondary schools having new-type curricula. These personal reports of the new-type secondary school were invaluable to the other members of the group in their effort to gain some understanding of what actually takes place in the new-type schools that makes them different from other schools.

The members of the group who had been teaching in secondary schools likewise found themselves unfamiliar with the problems of liberal arts colleges and universities. This situation provided another instance where the sharing of experiences contributed to better understanding. The representatives of the colleges described the plans for the preparation of teachers in their respective institutions. Reports of plans used in other colleges were made from time to time during the year. These descriptions of college programs supplemented our review of literature on the preparation of teachers in liberal arts colleges and universities. As we each became better acquainted with the problems of the other group, we became more tolerant of different points of view and better able to build a new synthesis.

In October a preliminary plan for the written report was made. The nucleus of this plan consisted of lists of topics, suggested by the eight Fellows, which were to be included in the report. As plans for the report progressed, it was decided that we should form committees for work on the various parts of the report. Each member of the group designated the committees on which he preferred to work. In the final arrangement, care was taken to have representatives of both the secondary schools and the colleges on each committee.

These committees worked intensively on the various chapters throughout the year. The methods and procedures varied somewhat, and the committees working on the latter part of the report were able to profit by the experiences of those working on earlier chapters. The first committees to start work outlined the general plans for their chapters. When the outlines were completed, they were discussed by the whole seminar; then one member of the committee was asked to write the chapter from the revised outline. These first drafts of the chapters were presented to the entire seminar for criticisms. Following the group discussion each of the Fellows wrote out his suggestions for the improvement of the chapter and gave it to the committee. In this way each committee had the benefit of the thinking of every member of the group. The chapters were revised, presented to the group for further criticisms, and revised again. This process was continued until the approval of the whole group was secured on most of the important issues. The committees working on some of the latter parts of the report asked the individual members of the group to write out their ideas for the chapter before the committee attempted to make the first draft.

Some of the group meetings became stormy when controversial issues such as the instrumental conception of subject matter and the organismic theory of learning were being discussed. Some other issues, such as the value of cooperative planning and the use of various media of learning, were discussed without serious disagreements. As would be expected in a group such as this, complete agreement was not reached on every issue. Evidence of different points of view may be noted in the body of the report.

At the beginning of the year the group met for one general session each week. Sitting with the eight Fellows and the staff members, who were serving as consultants for the group, were various other members of the staff, several graduate students, and visitors who came in from time to time. Any persons meeting with the group were invited to enter into the discussions. By the latter part of October, we realized that to carry out our plans it would be necessary to have more than one session a week. Therefore, from early November until May when the report was completed, the group held one or two extra sessions each week. For these special sessions the group was smaller, being composed of the Fellows directly concerned and the staff members who were serving as consultants. In addition to these special sessions each week, the various committees spent many hours preparing the reports to be presented to the group for criticism.

After the committee work on the various chapters had progressed sufficiently, specialists from the staff of Barnard College, Columbia College, and Teachers College, and from the Commission on Teacher Education of the American Council on Education were invited to give their criticisms and suggestions. These were presented during the general sessions. The meetings with these specialists challenged the thinking of the group and led to revision of certain parts of the report.

The group was invited to present a report of the Cooperative Study to the Higher Education Club of Teachers College at the April meeting of the club. This program gave us an opportunity to expose our ideas and our recommendations to the critical judgment of a group of graduate students and faculty members.

In the early spring an editorial committee was appointed. This committee recommended certain changes in organization and style. All such changes were submitted to the entire group for discussion, revision, and approval.

As the study neared completion, we decided that a report telling how we worked together might be of value to others working on similar problems. Therefore, a committee was appointed to prepare this brief description of the group process through which this report was developed.

The last general session of the seminar was one of evaluation. This took the form of asking each member to give a summary of what the experience of the year had meant to him or her. Outstanding among the values mentioned were: the opportunity of working together on common problems, a better understanding of secondary school problems by the college group, and a better understanding of college problems by the representatives of the secondary schools.

It was agreed that the time for the study was too limited to enable us to go as deeply into some of the problems under consideration as would have been possible in a long-term study. During the year the war emergency became more severe. This state of affairs affected all our thinking and gave added importance and urgency to the problems which we were studying. It reinforced our conviction of the significance of cooperative thinking and planning in the educational world at the present juncture. We became increasingly convinced as we came to the end of our work that our problems were not separate and distinct, one from the other, or removed from the current scene, but integral parts of the larger problem of the improvement of the social life and culture of our times.

The Fellows of the

Cooperative Study

CHAPTER I

THE CHANGING SECONDARY SCHOOLI. Introduction on Group Process

As indicated in the general introduction, the Cooperative Study Group decided early in the year that it was necessary to come to some common understanding of the changing American secondary school before attempting to formulate an improved program for the preparation of teachers for these schools. With this end in mind, a committee was appointed for the writing of a chapter which would be Chapter I of the report. The committee presented to the group an outline of the materials to be included and this outline was thoroughly discussed and revised by the group as a whole.

In discussing this outline the Fellows were faced with the problem of the best approach to be used in describing the characteristics of the changing secondary school. What was the most effective way of presenting to the reader the changes in the modern secondary school - changes which were freighted with implications for teacher education? It was necessary to reach an agreement on this and related questions before a final outline could be approved and a rough draft of the chapter written.

A number of possible approaches were suggested by members of the group, and each was given careful consideration. The three principal plans suggested were as follows: (1) the presentation of a contrast between the new-type secondary school and the traditional school, (2) a detailed description of curriculum reorganization in certain selected secondary schools, (3) the identification of representative groups of new-type secondary schools with a summary of recent trends in curriculum reorganization in these schools. The first plan was rejected because comparisons of old and new are always odious and because most schools exhibit characteristics of both the old and the new in education. The second plan was unacceptable because it was felt that current literature both in periodical and book form abounds in illustrations of specific and detailed practices. Furthermore, it was agreed that any adequate description of the educational program in even a minimum list of modern schools would take many times the space available for this report. The group finally accepted the third plan because, in addition to being free from the limitations of the first two, it seemed to provide a more adequate basis for the formulation in the succeeding chapters of a program for the education of teachers. The approach having been decided upon by the group, the committee proceeded to make a written draft of the chapter.

As finally adopted the chapter begins with a statement of the problem of the changing secondary school. This problem is defined and its present-day characteristics noted. Four types of modern secondary school practice are then briefly described and the fourth type elaborated in some detail. The main section of the chapter is devoted to a description of seven concepts or emphases common to the four types of modern schools already identified. In a final section the implications of the chapter for teacher education are suggested and certain practical problems of implementation are discussed.

II. The Problem of Change in Secondary EducationA. The Problem Defined

The American high school is an instrument of society and discharges its obligation to that society by providing learning experiences designed to meet

the most compelling needs of the learners. Since new times and new conditions cause the needs of learners to change markedly from generation to generation, and even from year to year, the school must be adaptable - must develop and use new instructional devices and arrangements appropriate to new conditions. The problem of keeping the schools for youth abreast of the times is, therefore, one with which every generation is forced to deal. A twofold attack on this perennial problem consists of (1) identifying, stating, and agreeing upon the ends of education which are genuinely connected with the business of living under new conditions, and (2) providing the means which are adequate and suitable for the realization of these ends. This problem is indeed a persisting one, and one certain to reappear in new terms in future generations no matter how satisfactorily it may be solved in its present terms. Both the details of the central problem and the details of its solution are markedly different from generation to generation but the general nature of both remains the same. In each case the problem is caused by changing life conditions, and in each case the solution demands adaptability and a proper relating of ends and means.

The rise and fall of schemes and systems and institutions for the education of youth is proof enough that the problem stated is a persisting one, and provides, also, a source of considerable evidence as to the nature of the problem. Was not the Latin Grammar School a reasonably effective instrument for achieving purposes congenial to the society of that day? Was not its demise and replacement by the Academy due to its lack of effectiveness in meeting new needs - the lack of adaptability of its teachers and its curriculum to changing requirements? Did not the Academy suffer a similar fate for exactly the same reasons? And, will not our present high schools also disappear unless they display greater resourcefulness and adaptability than their predecessors? History teaches that no matter how intimately and demonstrably associated the ends and means of education may be during the early years of any educational institution, and no matter how well they both may be attuned to the times, they do not remain so associated and so attuned without persistent attention by those who operate these institutions. Means tend to become habituated and stereotyped and formalized while ends change, or both ends and means become increasingly remote from contemporary reality.

Every generation must, therefore, wage a continuing battle to keep the separation of ends and means from taking place. Every generation must be continuously critical, continuously formulating and reformulating ends, and continuously examining and reviewing the means through which those ends are to be achieved. The details of a proper educational program can never be fixed for all times to come.

B. Characteristics of the Problem in Our Time

Certain factors peculiar to our time characterize the problem of educational change in our day. Chief among them is the universality of secondary school attendance. Youth education now involves the provision of suitable learning experiences and educational facilities for all the children of all the people. Some eight millions of youth and approximately four hundred thousand teachers are now involved in this enterprise. The unique character of modern secondary education is due primarily to its immensity as a social undertaking.

There is an extremely important corollary of this characteristic of mass secondary education. "All the children of all the people" constitute a highly heterogeneous group. At no previous time nor in any other place has a people undertaken the education of a group of youth who represented such an extreme

degree of variability - variability in respect to interests, abilities, opportunities provided by the family, cultural patterns and economic conditions. The people of the United States have created a mass democratic secondary school, the character of which is not only unique in the world's history but markedly different from the college preparatory high school of a generation ago. Of all youth attending our modern high schools, only some ten per cent go on to a college degree. What kind of education is suitable for the ninety per cent who do not now have the privilege of a higher education? What kind of teachers are needed to direct this great democratic experiment? Here is a problem of adaptation and of relating means to ends that constitutes a striking challenge to the creative abilities of professional educators in secondary schools and institutions educating prospective teachers. Cannot our liberal arts colleges make a significant contribution to the solution of this problem in its teacher education program?

The almost meteoric rise in high school enrollment during the preceding three decades and the consequent high degree of variability in the secondary school population have in themselves introduced a maze of baffling and bewildering problems. A further complication in the twentieth-century edition of our persisting problem is represented by the unusual social, political, and economic stress of the period. The national crisis inherent in this war of wars, in which the entire world is engulfed, serves to further heighten the stresses and strains of American life. If to all this is added the predicament of a society whose technology has outrun its social understandings as well as its traditional economic institutions and practices, it is evident that the task faced by leaders in education is at once sizable, difficult, and complex.

III. Secondary Schools Seek a Solution to the Problem - Various Approaches

Efforts to adapt the procedures and materials of education to these changed circumstances have taken many and varied forms.¹ Many subjects and courses have been added; many have been revised; junior high schools and junior colleges have been developed; guidance and other clinical services have been provided; innumerable extra-curricular, auxiliary, and supplementary activities have been undertaken. In recent years many school leaders have become convinced that administrative manipulation and reshaping of older and once valid materials do not suffice. Consequently, they have broken sharply with conventional interpretations and uses of subject matter and with customary ways of organizing the curriculum and carrying forward the daily work of instruction and guidance. In all these multidirectional and often frantic efforts to identify ends of education which will be in harmony with the new conditions and to provide means by which the ends may be reached, several principal types of adaptation are discernible. There may be - no, there are, almost innumerable adaptations as regards specific measures. All of them, however, can be classified roughly into four major types of curricular modification or reorganization capable of both recognition and description.

1. Extended discussions of the nature and purposes of modern secondary schools, complete descriptions of new-type curricular organizations, and detailed accounts of specific, illustrative programs of instruction are to be found in a number of important publications in the field of secondary education. For a selected list of the more recent publications in this field see Appendix A.

The fact that only four types are identified here and that a brief description of each is provided does not imply that they are mutually exclusive or that they exhaust the list of important adaptations. It should be recognized, also, that any given school may exhibit characteristics identified with several or all of the types described. This section is provided for the purpose of describing the nature of recent trends in American secondary schools and for the purpose of providing a basis for discovering the needs for an improved program of teacher education.

A. Adaptation through Extra-Curricular Activities and Added Out-of-School Services

A large number of American high schools, especially those with small enrollments, are modifying their programs primarily by changes and improvements in extra-curricular activities and by some revisions within existing courses and subjects. For the most part instruction is carried on in familiar ways, and the courses, subjects, requirements, and curricular arrangements represent the traditional pattern. Assignments, recitations, textbook lessons, examinations, and credits continue to be the most significant aspects of the regular school day. The traditional secondary school subjects - English, history, mathematics, science, foreign languages - with the usual subdivision into separate courses dominate the curriculum. Even in the small school of this type there is often some provision for typewriting, bookkeeping, and stenography, some form of home economics and manual training, physical education, and possibly some rudimentary activity in the arts; some of these, however, may appear only in the extra-curricular program.

There usually are some minor changes within the separate and discrete courses themselves which reflect a tendency to adapt instruction to the needs and conditions of modern life; time for current events in history classes is an example of such adjustment. It is in the extra-curricular activities and after-school program, however, that this school has made its principal adaptations. Club programs, hobby groups, supervised recreational activities in the afternoon or evening or both, orchestras, bands, choral groups, art groups of many possible types, sports, and the like - these are entered into with considerable enthusiasm.

This brief description of one type of existing secondary school program probably is sufficient to convey the idea that a large group of small secondary schools are making their adjustments to the demands of modern life and the changed needs of the learners primarily through an added out-of-class program, and, for the most part, are leaving the work of the regular school day relatively unchanged.

B. Adaptation through an Augmented List of Elective Courses

The second general type of modern secondary school differs from the first primarily as a result of size; this larger school presents a curriculum considerably broadened and extended through the addition of a number of new elective courses. These added courses represent a great variety of experiences, and, because of the fact that they have been planned in recent years, their subject matter is more likely to be compatible with the activities and problems of the present. Photography, radio, problems of leadership, international relations, problems of American life, dramatics, salesmanship, and public speaking are illustrative of the many separate elective courses which have been added to the list from which the high school student may choose. Since this is a larger school, the number of elective courses in the traditional fields is also considerably greater. In addition, recently provided shop

facilities and classes in metal, electricity, and the like, as well as in wood, are frequently to be observed. This may be so extensive as to comprise a vocational education program for many industrial activities. The home economics offerings are sometimes expanded in this school to include child care and training, nutrition, and household management as well as foods and clothing. Physical education and health classes are more solidly established. Elective classes in art and music are provided by regular teachers, and pupils are entitled to take such subjects with academic credit.

This school, in common with the first general type described, conducts an extensive and modernized extra-curricular program; and probably goes further in experimenting with various types of guidance activities in an attempt to provide counsel and assistance to pupils in the areas of personal guidance, educational guidance, and vocational guidance. The guidance service (as yet quite immature) provides about the only assistance the pupil has in selecting courses from the wide range of possibilities. The total offering of this school may be generous, but selection is a-la-carte; and the student must provide the unification and integration of the separate courses in which he is enrolled.

C. Adaptation through a "Broad Fields" Curriculum with "Fused" or "Correlated" Courses

The third general type of secondary school provides a wide range of offerings and services similar to those described in the preceding paragraphs; but certain other emphases are noted. Here there is an emphasis (1) upon correlating and interrelating the activities comprising the work of separate courses, (2) upon articulating the experiences included in a succession of courses in the same subject or field, and (3) upon relating the work of the school to the practical and daily activities of life.

In some cases the effort to correlate and interrelate the work of separate fields results in placing two courses in juxtaposition, frequently under a single teacher, with the consequent modification of both; in other cases this attempt results in a new or fused course in which the identity of each of the original courses is somewhat submerged in the new one.

There are other interesting characteristics of this school. Even in the more familiar subjects discussion vies with recitation as an instructional method; modern and current books replace some classics; motion pictures are viewed, analyzed, and evaluated; radio presentations are simulated, and in many cases, actually made. The problems of democracy have an important place in the social studies offerings. Pamphlets, periodicals, and direct observations supplement the textbook. The life of the community - its happenings, its needs, and its problems - are brought into the school for study and discussion. The personal needs and interests of pupils are seen to play a dominant part in determining the nature of school activities and learning experiences.

D. Adaptation through a "General Studies" Curriculum with a "Basic Core" or "General Education" Course

This school differs from the first three in that it attempts a more fundamental reorganization of the curriculum; it makes a more abrupt break with existing patterns in an effort to provide more suitable means for realizing new ends. Schools of this type have undertaken the development of some form

of general studies curriculum which provides a unifying "general education" or "core" course as the basic medium of instruction and guidance in all matters which are of common concern to all pupils, and, in addition, a wide variety of specialized courses. The problem of developing and administering a curriculum sufficiently broad and inclusive in its general requirements and purposes and at the same time sufficiently differentiated to meet a wide range of individual needs and personal interests represents one of the major reasons why a number of schools are experimenting with the general studies curriculum.

Various terms are used to describe the basic course in this curriculum. "Unified Studies", "Human Relations," "Social Living," and "General Studies" are among the names which have been most commonly used. Since "General Studies" is free from many of the confusing connotations which have become attached to the others, it will be used here as a term to describe the curriculum under consideration.

One common characteristic of schools with this type of curriculum is the provision of a substantial block of time each day, usually a minimum of two hours (or periods) but in some cases three, to be devoted to a "core" or "integrated" or "unified" course - a course designed to guarantee at least a minimum level of attainment of those competences believed to be essential to all citizens. Formulations of these competences have varied from school to school, but all reflect in large measure the values and qualities implied by the Educational Policies Commission in its report on the Purposes of Education in American Democracy.

The content, or subject matter, of General Studies thus far has been varied also. In some instances, General Studies represents little more than an effort to fuse into one body the subject matter of a few replaced fields. In other instances there is a genuine effort to provide new subject matter to achieve new purposes. A fundamentally reorganized curriculum is seen in such curriculum materials as those prepared for the high schools of Virginia and other states and cities influenced markedly by the Virginia precedents. The effort to formulate a plan of General Studies that would "carry" the subject matters of English, science, social studies, and other subjects under a new banner is being abandoned. Instead, there are lists of problems and topics and questions touching upon manifold aspects of personal and group living in the community. The study, investigation, and discussion of such problems, topics, and questions constitute the subject matter and activities of the General Studies. "How can provisions for food, clothing, and shelter be improved and made available to all?" "How can use of scientific knowledge help to maintain higher standards of health?" "How can the human and natural resources be better conserved?" "How can people develop social competence?" "How can one work cooperatively with one's fellows for the good of all?" These are questions which obviously do "cut across" many subjects, in that they require the use of resources from many areas of the racial heritage for adequate understanding. These problems and questions and topics could, of course, be "farmed out" among established subjects, and this is still done in some schools. Increasingly, however, such topics, problems, and questions are becoming the controlling theme or organizing principle of a new subject matter - the subject matter of General Studies.

In schools of the fourth type that portion of the curriculum which is not included in the General Studies period usually continues in much the same form as in more conventional schools. Ordinarily, this means that additional subjects are elected by the pupil on the basis of his own interest or purpose. Subjects

required for admission to college, particularly those that have not been replaced by the General Studies, such as foreign languages, advanced mathematics, and the like, are often chosen. Similar arrangements prevail with regard to subjects or activities having a more immediate vocational application.

In some schools, an effort is made to bring the total curriculum under the influence of the General Studies, at least to the extent that group and individual guidance of pupils in the choice of courses becomes a major responsibility and activity of the General Studies teachers. In a few instances, General Studies has operated as a true core - unifying and coordinating all the experiences the pupil has under the guidance of the school - a base from which the pupil departs and to which he returns to find cohesion and central purpose in all that he does and learns in other subjects.

The distinguishing feature of this fourth type of school is, then, that it attempts to provide a unifying course comprised of learning experiences of fundamental importance to all youth as they go about the business of living successfully in a highly complex social order which has many unsolved problems.

IV. Common Emphases and Concepts in Modern Secondary Education

In order to make clear some of the dominant characteristics of modern secondary schools, four types have been classified in a somewhat arbitrary way; and certain distinctive practices of each have been described. These different schools probably have more aims and qualities in common than those by which they can be differentiated, although the degree to which they are emphasized varies greatly. These common aims and qualities represent important emphases in modern secondary school education; they will be outlined briefly in this section as a basis for planning a more effective teacher education program.

A. The Community School Ideal

First of all, it is evident that modern schools recognize the validity of the proposition that education should have an intimate relation to the improvement of living. The crux of the matter is of course the meaning of the word "intimate," for none will deny that education is and always has been concerned in general with the improvement of living. But in contrast to a diffuse, attenuated, and indirect bearing of education on life, the emphasis is now more certainly on a specific, full, and direct connection.

One of the most important effects of this emphasis is to be seen in the efforts now being made to bring about closer correlation between the life and program of the school as such and the life of the supporting community. In most instances this involves as yet little more than making use of the phenomena of the community - its geography, its political structure, its processes and activities - to exemplify and make concrete school experiences which are otherwise essentially verbal and abstract. The realization is growing, however, that mere observing of the community, valuable though it is, is not enough, especially for youth. Genuine understanding of a community depends upon insight into its dynamics, its problems and needs, its relations to other communities, and the whole body politic. As these factors are taken into account, the community becomes not merely a supplementary resource in instruction but increasingly a basic resource - the basic subject matter which is in turn supplemented, enriched, and clarified by resort to books and other records of the "funded experience of the race." The problems, difficulties, needs,

aspirations, potentialities, conflicts, and hazards of community life become indeed the authority for - the organizing principle of - educational enterprises carried on within the school.

Moreover, there is an increasing effort made in modern schools to enable youth actually to participate in some measure in the life of the community. These opportunities are provided (1) because responsible, first-hand, direct participation in such activities represent a valuable educational experience, (2) because participation of this sort promotes a feeling of individual status and worth so essential for personal and social integration, and (3) because youths are thereby enabled to make a positive, constructive, and needed contribution to community life.

"We teach the schools, not life" was a practice which even the ancients decried. Once again the danger, the sterility, the futility of such a practice is being emphasized. Once again, every teacher of youth, every teacher of teachers, is challenged to cultivate those traits of mind and skills of hand which will enable youth here and now and in days to come to take up the burden of promoting the general welfare. The school must be of and for the community, not merely in it.

B. Subject-Matter Appropriate to the Needs of Modern Youth

The current emphasis on the intimate connection between school activities and community life has obvious and far-reaching implications regarding the nature and use of subject-matter. Any assumption that the purpose of education should center on the problems of immediate living implies an emphasis on a functional or instrumental conception of subject-matter. Such an emphasis is coming to be widely recognized. There are few secondary school teachers who do not give at least verbal allegiance to the proposition that subject-matter is a means to an end, not merely an end in itself.

What is meant by a functional concept of subject-matter? The writings of certain educators have developed this concept so fully that space need not be taken here to say the same things less well. Their writings have emphasized that subject-matter is something which is intimately connected with the solving of problems recognized by the learner. These problems may be of many types; they need not necessarily be concerned solely with materialistic and "bread-and-butter" things, but they are necessarily concerned with the life conditions and needs of the individuals involved. Subject-matter does not meet the criterion - functional - simply because it was useful in solving some other person's problem under some other conditions at some other time.

The "organized and funded experience of the race", recorded in books and elsewhere, is, of course, a major resource in all learning. Moreover, it is desirable that the educational experiences of children and youth should in time approximate in some degree the organization and substance of the forms in which that heritage of the race are conventionally made available. But it is well to remember that the organized and funded experience of the race is the limit to which the experience of the individual approaches; it is not the main generating force or the original substance of that person's experience. Organized subjects, as such, are, moreover, being constantly remade and new subjects being created as the total experience of the race increases. Each individual student participates in the making of subject-matter for himself to the extent of his abilities and insofar as the materials are significant to him. Subject-matter develops in the mind of each learner in terms of his own

experience, moving only gradually toward the forms of the systematized disciplines. These considerations are basic to the functional concept of subject-matter characteristic of modern schools.

C. The Inclusive Character of Modern Education

Another development that should be noted is the growing acceptance of the idea that education is a comprehensive and inclusive enterprise, concerned with all the life needs of youth. Evidence of this has been noted already in the broadening of the curriculum to include many subjects not generally offered a few decades ago. More conspicuous evidence of increased comprehensiveness may be observed in the gradual disappearance of certain distinctions that have heretofore been made, such as curricular vs. extra-curricular, and cultural vs. vocational. The general tendency to "regularize" the so-called extra-curriculum is evidence that recreational, avocational, and social life needs of youth are quite as legitimate concerns of the school as civic, political, or homemaking needs. The considerable increase of emphasis on vocational guidance and training is not merely a reflection of current demands for trained workers in industry, or a "way out" for so-called non-academic youth. It reflects a growing realization that a categorical distinction between "education" and "vocational education" is wholly artificial. There can be no valid or effective "general" education that neglects work education. The relative amount of emphasis upon work education and upon other education - home and family, social-civic, recreational, cultural - may properly vary with age, but no one facet can be completely neglected at any age without ill effects. Indeed, the very emphases which have been noted before are meaningless and impossible except as vocational life becomes part and parcel of the life of the school. Work education as discussed here does not imply specific training for a specific craft or trade; work education involves (1) an understanding of the nature and importance of the work of the world and (2) some provision by the school for participation in it.

D. An Emphasis Upon Cooperative Planning of School Activities

The fourth emphasis to which attention must be directed is that placed upon cooperative planning of school activities - cooperative planning which involves active and responsible participation not only by teachers and pupils but also by parents and community groups. Teachers themselves are increasingly aware that the responsibility for the growth and development of any individual pupil is an affair which they share with other teachers as well as with parents and the pupil himself. The accounts of current secondary school practices found in the references cited in Appendix A are filled with examples of planning (1) involving teacher and pupils, (2) involving groups of teachers, and (3) involving teachers and parent groups.

There is another aspect of this matter which merits attention. Many individuals and groups who participate in planning educational experiences are coming to believe that the best educational experience is one in which the teacher as well as the pupil learns; that any learning enterprise to be of most worth to the pupils must be one in which the teacher joins in the quest for knowledge, the pursuit of common interests, the solving of common problems. This means that the teacher's pre-planning must include a conscious and deliberate effort to foresee possibilities of growth and development for himself as well as for his pupils. It also means that the pupils accept as normal and desirable a situation in which the teacher has both a right and a responsibility to learn with the group. No other working relationship will permit the

maximum of pupil growth and development, to say nothing of teacher growth and development, for a teacher bent on learning something himself contributes a definite and important part of the pupil's learning environment - a part which cannot be provided by a teacher, no matter how good, who does not have such an expectation.

E. Increased Understanding of the Learning Process

Underlying, and indeed, permeating, the thought and action of all who profess to be informed about the education of youth is the realization that learning involves the whole self and personality - motor, emotional, intellectual, and moral. Moreover, the realization grows that attention to all facets of personality is not only desirable but also imperative, because personality is a unitary thing, capable only of verbal analysis into separate things, never of dissection into autonomous parts. School people are now acting upon a principle which has been generally accepted for some time; namely, that physical activity and mental activity do not take place in isolation one from another.

Consequently, health clinics, health instruction, and physical education are becoming a regular and accepted part of the life and program of a school. Concern for mental health, at least in numerous modern schools, does not lag far behind the concern for physical health as is indicated by the increased provision for personal counseling and guidance, psychological and psychiatric service, and by the ever growing effort to avoid excessive competition and emulation, unreasonable standards of expectancy, and too impersonal an attitude on the part of teachers and others.

Schools have no choice in the matter of whether or not they will educate the whole child, so they will inevitably do it poorly or do it well. To do it well requires that every teacher know his pupils as well as his subject.

F. The Use of Many Media of Communication and Expression

Concern for the whole personality involves not only concern for the "hand, head, and heart" as interdependent features of an organic unity, but also concern for the hand, eye, ear, voice, and body as instruments of that organic unity in managing the environment. There is no such thing as hand-mindedness in contradistinction to book-mindedness; or ear-mindedness to the exclusion of eye-mindedness. All the senses are valid and necessary avenues of communication. Self-expression is not limited to what is spoken by the voice and written by the hand. Consequently, in modern schools the use of audio-visual aids is greatly on the increase. The undeniable fact that in many cases they have been used imperfectly and even unwisely does not warrant the assumption that they are a passing fad - an educational trinket whose shine will become dull with use. These devices are not the only means of non-reading or non-verbal communication. The possibilities of the drama, pantomime, color and design, music, the dance, first-hand observation, excursions, and the like, are only beginning to be recognized; and their utilization in a fundamental way is still to be accomplished on anything like a universal scale in public education. Nevertheless, the concern of the school with community problems will promote on an increasingly wide scale the use of non-verbal means of communication and the provision of learning experience characterized by first-hand, concrete, participatory activities.

G. Evaluation as an Inherent Part of Instruction

Finally, there is increased recognition of evaluation as part and parcel of instruction in addition to its functions in external assessment of the school's efficiency and of the pupil's attainments. There is also increased recognition of the significance in all evaluation of dynamic as opposed to static factors. Actually, this is not so much a shift in the nature of evaluation per se as it is a result of a shift in the recognized purposes and functions of education. Evaluation is being used to appraise other things than it previously was called upon to appraise; and consequently its techniques and materials are somewhat different. Evaluation now is concerned with measuring degrees of growth, improvement of attitudes, increased efficiency in ways of going about things, and command of problem situations. In this way evaluation becomes a method and a process as well as a means of judging the completed act. Thus, in the new school, evaluation is much more than measurement; it is an integral part of teaching - a learning experience in which both pupil and teacher engage.

V. Implications of the General Studies Approach for Teacher Education

The fourth type of curricular adaptation described under section II of this chapter had as its principal characteristic the provision of a basic, unifying, central course referred to as General Studies. Since this report focuses chiefly, although not exclusively, on the preparation of teachers for this fourth type of school, it will be well to discuss in the concluding paragraphs of this chapter some of the practical problems connected with the General Studies approach.

It should be no occasion for surprise that the development of General Studies has not been more universal. Any such program requires a substantial reorientation of outlook by a considerable number of teachers and administrators. The emotional impediments to such reorientation are often very great. Moreover, the teaching of a General Studies course requires a breadth and variety of intellectual resources, and the command of a number of techniques and methodologies of study and of teaching which many high school teachers do not possess. This is particularly the case when there is an attempt to make substantial use of the current life of the community - its forms, processes, problems, and needs - as subject matter, and when the General Studies takes over a substantial part of the guidance functions of the school as a whole. The former requires not alone competence in the laboratory or guided study method of instruction, but also competence in methods of social inquiry and investigation. The latter requires a competence in personnel work and guidance which few school workers now possess.

Nor should it be surprising to observe that, for the most part, such approximations of General Studies as numerous schools have been able to achieve have been in fact little more than mere correlation or fusion of older subject matters; and it is only natural that General Studies has been taught in most instances by panels of teachers, since facilities for training teachers for instruction in this type of course have not been available. The practical administrative difficulties of arranging the school program so that panels of teachers are enabled to work in close relationship have been well nigh insuperable in all but the larger schools.

Doubt may well be expressed as to whether any teacher can become both broadly and deeply enough educated to teach a suitable kind of General Studies

on a level required in high school. The fact that unified programs of instruction have been successfully managed at the elementary school level for many years suggests that it can be done at the secondary level; and the fact that it is being done with apparent success by some high school teachers suggests that it can be done by many more. The future may possibly prove beyond reasonable doubt that such teachers are inevitably the exception rather than the rule, and that resort must be made generally to panels of teachers. If so, future panel participants in General Studies teaching must possess competence in the methodologies and techniques listed above whether or not they possess the breadth and depth of scholarship in many fields which would be needed if they were to perform the task alone.

Some may sincerely doubt, as suggested above, that the General Studies approach to the solution of an admittedly difficult educational problem represents an approach that is likely to be taken by more and more schools. Yet, one should not be too easily persuaded that these current efforts in secondary schools represent only a spasmodic spurt of energy on the part of a few restive souls carried away by the plausibility and alleged superiority of curriculum practices long exemplified in the better elementary schools. An examination of the current literature of secondary education will suffice to correct any such impression. There is scarcely a section of the country in which the schools have not been greatly influenced by the doctrines underlying the practices characteristic of the General Studies approach. There is scarcely a state in which there are not at least a few schools, or a few teachers within schools, that have begun to exemplify in their curricula and teaching practices these same doctrines. And there are notable instances in which whole schools, indeed, whole school systems, have been reorganized along such lines.

Now that the schools have embarked, somewhat timidly and clumsily to be sure, on the task of remaking the very substance of education - the content and activities comprising the curriculum - it has become increasingly clear that these revisions cannot be accomplished without remaking the teacher. Subject and teacher are all but one and the same. A subject as taught is much more a function of the scholarship and personality of the teacher than it is a fixed and immutable segment of the heritage of the race. Therefore, the equipment of the teacher is the primary factor in determining what the education of youth will be. It is, of course, extreme to say that "as is the teacher, so is the school," or that a school well staffed with scholarly and competent teachers needs no "curriculum". No school program, however, can be effectively improved solely by writing new courses of study, preparing new textbooks, or adopting some new pedagogical method. Consequently, any efforts on the part of schools to achieve an intimate and demonstrable connection between the ends and means of education, and the relation of both to modern life conditions, are likely to prove difficult, or even futile, unless they are accompanied by comparable efforts in the preparation and education of prospective teachers.

It is for these reasons that colleges and universities are inescapably involved in all efforts to improve the instructional program of the secondary schools. Subsequent sections of this report will deal with the question of how certain aspects of the college curriculum will need to be redesigned in the interest of better general and professional education for prospective secondary school teachers.

CHAPTER II

THE TEACHER IN THE NEW SCHOOLI. Introduction on Group Process

Almost simultaneously with the decision to include in the report a descriptive chapter on The Changing Secondary School, delineated in Chapter I, the members of the Cooperative Study Group decided to follow this picture by a description of the teacher who best promotes the program of the modern school. A committee, composed of four Fellows particularly concerned with the characteristics of this different teacher, was organized to write the second chapter, rather vaguely entitled at first "The New Teacher and How He Comes to Be." At the first committee meeting, the members decided to begin by listing the general competences of any good teacher. Much influenced by the conclusions of the Syracuse report,¹ the committee on Chapter II brought back to the whole group a summary of general qualifications necessary to the successful teacher. It was seen that many of these competences were essential to all good teachers - indeed, to all admirable people. And so, it was concluded that Chapter II should deal more specifically with that equipment particularly important to the teacher in the modern school, though the group was agreed that really effective teachers have always operated according to the general pattern of the philosophy of the new school.

Turning to the basic emphases delineated in the previous chapter, the Fellows decided to use these concepts as yardsticks for measuring the qualifications needed by the effective teacher in the modern secondary school. The group looked at these underlying principles and asked, "Is it possible to prepare a teacher with the qualifications essential to success in the modern school? Are we talking about an impossible ideal?" The members of the Cooperative Study Group were prepared to meet this challenge. Three of their own number, different in personality and background, had worked effectively in modern schools, and others had seen the newer-type teachers in action. Moreover, one of the Fellows² was making a study of the activities of teachers at work in certain selected new-type secondary schools. Each day, as reports from these schools came in, it became increasingly evident that the prevailing concepts described in Chapter I were those that were being emphasized in modern schools, and that there actually were teachers throughout our land who were successfully promoting these practices.

As Chapter II was being planned, attention was centered upon the prospective teacher; but as the members of the group thought of this person, they constantly turned to the effective teacher now working in the modern school, looking at this successful in-service teacher as a model for the teacher in preparation. Because the ideal prospective teacher was so often identified with the most skillful teacher in service, the present chapter was eventually broadened to include material relevant to both individuals. It was seen that one could not be described apart from the other.

Discussing the desirable characteristics of teachers in new-type schools, the Cooperative Group realized that the needs of the individual teacher are much dependent upon what he is as a person, what he has to begin with, and

1. Syracuse University, A Functional Program of Teacher Education. (1941)

2. For a description of this study see Chapter III.

what his potentialities for growth are. Believing that colleges must start with the qualifications that the pre-service teacher brings with him, and that curriculum directors and college teachers must begin with the capacities of teachers in service, the Fellows decided to conclude Chapter II with a section on the "Selection of Teachers for the Modern School."

Chapter I discussed the fundamental qualities of the modern school, establishing seven basic emphases characteristic of this school. If these seven concepts are to be realized increasingly, it follows that more teachers must be found who can understand and actively interpret these basic principles. If a school demands, for example, a broad and functional program of instruction, the teacher must possess personal qualities, educational equipment, and social viewpoints equal to the task of helping boys and girls achieve this broad and functional view of education and life. The main section of Chapter II, therefore, parallels very closely the points made in Chapter I, with a special emphasis upon the personal equipment of the teacher who makes these educational objectives real. The next section of the chapter, headed Study of Activities in Certain Selected New-Type Secondary Schools, corroborates the fact that the modern school and the modern teacher are already in existence. The last section, Selection of Teachers for the Modern School, emphasizes the importance of finding more teachers to meet the new demands. It is hoped that the new school will attract teachers who really belong there, and, at the same time, screen out those who obviously do not.

II. Equipment and Personal Qualifications of the Modern Teacher

A. The Teacher in the Modern School Understands and Lives by the Community School Ideal

If the modern teacher is to realize with his pupils the ideal of the community school, he himself must have a vivid interest in his community and must participate in its life. The new school has a definite social function. It does not exist in a vacuum, apart from the society it serves. Therefore, the modern teacher should have the broad interests of the man of affairs, with a genuine concern for the larger social problems of daily life. He should not become so engulfed in the minutiae of classroom activities by day and the reading of pupil essays by night that he lives in a cloister and forgets the essential social purposes of his school. He ought to be a better balanced person than this. He is sure that if he is to guide pupils in a realization of "the good life," he himself must know the meaning of "the good life" as it operates in a given community.

The modern school participates in the larger social group of which it is a part and helps to solve the problems of that group. The teacher in this school plans cooperative activities with members of his community, not only because his school uses the resources of that community as appropriate material for educational concern, but also because this school makes concrete returns to that community. Therefore, teachers should belong to active community organizations, for example, the Civic League, the Y.M.C.A., the League of Women Voters, the church choir, or perhaps the Speakers' Division of their local branch for Civilian Protection. A teacher who takes an active part in one or two of these community enterprises will understand better the socio-economic background of his pupils, will know what problems they are meeting in their homes, and what kinds of decisions they are facing. Such participation in community work helps the teacher to see what school activities will best fit his pupils' previous experiences and current interests; such participation may likewise aid him in

leading young people to broaden their horizons and to approach more effectively the solution of their future problems.

One of the important facts about the new school is that much of the instruction grows directly out of the interests and problems of the pupils and their town and neighborhood life. Therefore, the modern teacher works with parents, future employers of youth, and other leaders of the community who affect the lives of his pupils. If the teacher is to help boys and girls use subject matter as a means of solving their present problems and the problems they are likely to meet as adults, he can surely serve these ends better if he himself is a realist in social life. Participation in community enterprises earns for the teacher the respect and friendship of the adults in the community; his participation, in turn, reacts upon the citizens' interest in school life. Furthermore, membership in community organizations helps the teacher to know the various kinds of work into which his pupils may go. All teachers in the new school are concerned with the vocational education of youth.

B. The Teacher in the Modern School Believes that Subject-Matter Should be Taught with a Functional Emphasis

The teacher in the new-type school accepts with all of its implications the principle that education is of value only as it modifies behavior. This is to say that subject-matter must ultimately be functional in its emphasis. In other words, the chief concern of a good teacher is the growth of his pupils. This growth is more than a day-by-day development. It involves the establishment of dynamic life patterns which do not end with school but carry the individual toward a fully resolved personal happiness and a socially useful career as a democratic citizen. The teacher sees growth as progress toward, not fixed goals, but ever new horizons. This teacher believes that if his pupils read with more appreciation and discrimination after a period of work in literature, they have grown in the experience. He believes that if they observe more accurately, examine evidence more critically, and draw conclusions more judiciously after a period of scientific study, this study has fostered genuine development. Thus subject-matter becomes dynamic in the lives of the pupils.

The modern teacher knows that young people must see some real purpose in the things they do. Pupils who learn to make a budget because they want to decide what dues their class members should pay, or what expenses their class can afford to incur, readily see a practical reason for that budget. The effective teacher knows that these pupils are far more likely to make budgets for themselves after their school days are over than are those who merely had budget-making as their third assigned topic. It is often more difficult for a teacher to demonstrate the functional value of a study undertaken for reasons of personal enrichment than it is to demonstrate the practical value of such an activity as purposeful budget-making. Although the modern teacher does not impose studies because of "their cultural value", he is constantly mindful that practical values must not be interpreted too narrowly. To him, functional does not mean merely utilitarian. He entertains ideals above and beyond the daily usefulness of a tool or subject. He knows that pupils need to find books they enjoy reading and games they enjoy playing as definitely as they need to learn the effect of antitoxin upon diphtheria or to learn how to figure out their income tax. Though the modern teacher begins with the present needs of his pupils, he encourages youth to pursue ends which are beyond the confines of immediate value.

If a curriculum is to be truly functional, it must have meaning in terms of all the young people who are experiencing it. The forward-looking teacher knows that the prescribed, college-preparatory course does not touch very closely the needs of 90 per cent of our American youth who do not now pursue their formal education beyond the high school years to a college degree. This new teacher recognizes the needs of "the ninety" as well as those of "the favored ten" who now go on to college. Moreover, if he aims to meet the life needs of all youth, he knows that he cannot confine his teaching to the rigidity of a departmentalized subject emphasis. He does not discard organized subject-matter, as is sometimes popularly assumed; but he uses it in a different way. Teaching subject-matter with due regard to the emotional maturity, social and personal needs of students is a highly selective process, which happily escapes the rigidity of the course of study wherein pupils must accept prescribed material, regardless of its suitability to them. To the modern teacher, education means constant development of valuable present experiences. It does not neglect the heritage of the past, but makes that heritage serve the present. The drive toward achievement has its origin in the immediate concern of the learner. Organized knowledge becomes a means to the end of integrated personality and a more abundant life. Therefore, the modern teacher helps the student to select and use subject-matter most appropriate to his own particular purposes, both now and in the future.

C. The Teacher in the Modern School Takes a Comprehensive and Inclusive View of His Work, and His Own Professional Outlook Reflects a Well-balanced Philosophy of Education

The third emphasis of the modern school noted previously suggests that education is a comprehensive and inclusive enterprise concerned with all the life needs of youth; that it involves recreational, avocational, and social life needs of youth as well as civic, political, and homemaking needs. It follows that the third requirement of the teacher in the new school is that his personal equipment correspond to this broader concept of the school. For this task, he needs a well-balanced theory of education and superior personal endowment. He should not only be ready to direct a course in General Studies, but he should also exhibit competence in a specialized field. In the prevailing pattern of the modern school, he will probably be called upon to function in both a general studies core and a specialized field. Therefore, he needs a broad understanding of several fields of knowledge and of the interrelation among these fields. Otherwise, he is handicapped in guiding boys and girls in their many and varied interests. Coupled with this breadth of knowledge, there must be depth of knowledge in one field of learning. He must have delved far below the surface in that field which most interests him - and for which he is best equipped. He needs to understand the way in which knowledge is discovered, criticized, and refined in that field. He knows that he cannot guide his pupils to observe closely, collect information carefully, and test their hypotheses conscientiously unless he himself has done careful, exact, and thorough work in one specialized field.

Not only does the modern teacher need some knowledge of all fields and a careful, exact scholarship in one specialized area, but he needs also to be a person whose view of life is broad and comprehensive. This person moves from the immediate life needs of his pupils to those elements in the social heritage which are most helpful in satisfying these needs. He is not troubled by the old conflict between cultural and vocational education. He recognizes that "to make a living" is a very necessary part of "living a life", and that "living a life" is a very necessary part of "making a living." Since every individual

has his vocational, emotional, intellectual, moral, and spiritual needs all interwoven and interrelated, it is quite impossible to single out certain educational experiences and call them purely vocational and to single out others and call them cultural. The comprehensive and inclusive view of the modern teacher suggests that he help his pupils to find both the knowledge that will aid them to be better workers in some vocation and also the knowledge that will make them personally effective and satisfactory human beings. These two concerns are intimately related.

The modern teacher not only cooperates with others in the making of a balanced curriculum; he also gives evidence of a soundness and balance within his own personal life, which has a marked effect upon his teaching. He is a well-adjusted human being, has high personal integrity, emotional stability, and good physical health. He has a happy personal life, an eagerness and a zest for living that make every day important. He has social poise, a broad experience with people, and an ability to share sympathetically their interests and problems. He is at home with people from "all walks of life"; he values the dignity of the individual, regardless of status. He has a deep sense of human worth - and a sympathetic interest in people that translates itself into action in his daily living. He enjoys play as well as work with people of various ages, his pupils, his contemporaries. He participates in many recreational activities, such as games, sports, folk dances, group singing, reading, handicrafts, listening to the radio, going to movies, theatres, concerts, and museums. He realizes that the teacher who can play with his students is often the one who can work with them most effectively. Since modern civilization has been, up to the present war emergency, moving toward a more abundant supply of leisure, and since many of the problems of the individual and of the group develop out of the misuse of leisure, the teacher knows that he must be able to direct youth into a wholesome use of leisure, both now and in the future.

Finally, the modern teacher values the association of his contemporaries and his elders in order that he may avoid the occupational hazards that threaten those who work constantly with younger and less experienced individuals. He seeks the society of people whose vocational and professional interests are different from his own. He has a good relationship with his fellow teachers, but he also seeks the society of people in other fields of work and in various social and economic groups.

D. The Teacher in the Modern School Realizes That His Work Must Be a Broadly Cooperative Endeavor

The fourth requirement of the modern teacher is that he be able to assume leadership in making his school a genuinely cooperative enterprise. He recognizes the fact that the school is a function of the larger community, that many individuals, teachers, pupils, parents, and various other groups have a real stake in the venture. He evaluates the varied contributions these groups are capable of making and uses these contributions whenever and wherever he can. He wants all interested persons to sense the fact that they, as well as he, have a responsibility for the quality of education developed in their community; that they, as well as he, share in the rewards when that school is of vital service to the community. The modern teacher fosters the kind of strong loyalty and interest that makes the citizens of the community feel "This is our school."

Within the school, the new teacher works effectively with committees, groups, clubs, and individuals. Decisions which used to be made by school boards and superintendents, handed down to principals, from them to teachers, and finally to pupils, are coming to be made by committees on which superintendents, principals, teachers, pupils, and often parents are represented. Teachers in these modern schools, therefore, must learn as they face their new responsibilities to sense and frame focal issues and to work in groups to make policies and plans - for this is the way of democracy. If the democratic process is to work efficiently and well, the teacher must learn to develop skill in dividing responsibilities and utilizing the abilities of the people with whom he works.

The teacher of the modern school faces a more challenging situation than does the teacher who works within the narrow confines of a single subject. In the latter case, the pupil is responsible to five different subject-matter teachers, each practically autonomous in his own field. In the modern school the pupil is often primarily responsible for a large part of his day to one teacher who cooperates with several others having different backgrounds of experience. These teachers plan together for the learning experiences of their pupils in the area of general studies. Each gives help to boys and girls working in that field where he is best informed. In turn, each guides his pupils to another teacher whenever they need service in another's field. Teachers who are to operate in such a system need to develop the ability to work helpfully in teacher committees and groups. They must learn to consider a problem objectively, to discuss it thoughtfully and clearly, to pool their resources with those of other teachers, and to work patiently to find a solution which meets the needs of every person concerned.

Another important characteristic of this new-type teacher is that he plans with his pupils at every stage of the work. He does not begin each new study by superimposing upon his pupils an entire plan for action that he has worked out himself. Instead of this, he discusses with his class some of the things that they have learned already and plans with them what more they need to learn. This does not mean that he starts with the immature whim or fancy of the child nor does it mean that he does not plan in advance. The teacher's wisdom is best used in guiding young people to an understanding and realization of what they do need. As the work progresses, teacher and pupils decide together what kinds of books might be read, what field trips would be helpful, and what experts might be consulted. The teacher discusses these things with the whole class, with small groups, or with individuals.

In order to plan and work effectively with boys and girls, the teacher needs to develop many social and personal qualities. He must be a good listener as well as a good speaker. The successful teacher learns to ask the kinds of questions which help a pupil grow and achieve self mastery. He helps his pupils learn to encourage the timid student and to curb the one who talks too much. In short, he exhibits many of the arts of the successful host who brings out the most interesting ideas of each guest at a dinner party. Moreover, he knows how to help his pupils organize and crystallize ideas. He does not let them waste hours over trivialities and excuse himself with the easy generalization, "The democratic process is always slow." He knows that this practice leads pupils to say, "I would rather have a boss because then you get something done." He knows when his pupils will welcome his decision on a trivial matter because it will save time, and when they are learning so much from a discussion or heated argument that he should not cut it short. He needs to be skillful in asking the types of questions which will lead boys and girls to figure out

things for themselves instead of blindly accepting his decisions. He encourages youth to bring in new ideas and to express them in a clear and convincing manner. He knows that pupils work more effectively when their purposes are their own and when they can plan studies that meet their life needs; but he knows that few of them proceed effectively without any teacher guidance. Co-operative teacher-pupil planning is an art that must be learned.

In order that a teacher may help his pupils to realize a rich variety of human experience and achieve personal, social development, he must know his pupils well as individuals, must know their family backgrounds, their neighborhoods, their activities, ambitions, purposes, and needs. He is an expert in guiding individuals and he is aware of the great variation in individual needs. Although he encourages group work, he is ever mindful that individual work is good also. He knows that the end to be accomplished determines the way of work. Finally, the effective teacher is able to awaken interests that lie dormant, to stimulate curiosities and inquiries in fields that are being neglected by one pupil or by the whole class. In the modern school, the pupils often lead their teacher into new fields, so that he, too, becomes a learner and a growing person.

E. The Teacher in the Modern School Understands the Nature of the Learning Process and Acts upon This Understanding

The fifth criterion for measuring the modern school, as previously stated, emphasizes the fact that the learning process should lead to the realization of the whole self, the simultaneous development of the pupil's physical, social, emotional, intellectual, and moral capacities. The requirement for the new teacher, in paralleling this concept, is that he have a realistic understanding of the learning process. The effective teacher sees the pupil as a whole personality rather than as a mind merely - or as a specific set of mechanical responses. He regards education as a continuous life process, as the growth of the whole individual in interaction with his environment - human, physical, institutional, and ideological. The wise teacher knows that the human environment is the most important, and that the stimulus to learning is essentially social. He therefore seeks to establish a congenial social setting, where he and his pupils work happily together.

Since society is constantly changing, the modern teacher knows that the curriculum cannot be fixed and static; that, instead, it is a series of situations, each contributing possible growth factors which youth may use in meeting future experiences. The teacher realizes that a pupil's growth depends upon his active participation in the experience near at hand. He therefore begins with youth's present life needs, sees growth as coming from purposeful activity, and emphasizes the importance of a well-rounded individual who can adjust himself to changing society. The effective teacher conceives his role as that of providing challenging situations which will call forth the learner's active participation in growth experiences. He is constantly aware of the fact that each child grows at varying rates of speed, that learning experiences must be appropriate to the growth level of the child, and so interrelated that every experience leads on to another. In short, the teacher in new-type schools must be a practicing psychologist as well as sociologist.

F. The Teacher in the Modern School Uses a Rich Variety of Media as Educational Resources

The sixth obligation of the modern teacher is that he realize the importance of using many media of communication, both verbal and non-verbal.

Starting with the life needs of boys and girls, he shows them how to use a great variety of resources. He leads them beyond the narrow limits of textbooks to the use of many books and magazines, atlases and statistical tables, dictionaries, and encyclopedias. He helps them to plan field trips and interviews, experiments and exhibitions, plays and pageants, games and parties in order that they may carry out their purposes in a more intelligent and effective manner. He leads them to realize that learning is not something one memorizes out of a book, but something one uses in every day life, that scientific principles are not ornamental possessions but ways of managing the material world, that poems and pictures are experiences to be enjoyed and not merely assignments to be connected carefully with certain proper names and dates and periods in the development of literature.

The modern teacher is so alert to possible resources that he is able to lead pupils to seek answers, not only from the printed pages of books, magazines and newspapers, but also from people, places, the radio, the movies. In addition to being himself a vigorous and stimulating leader, ready to suggest many different sources of information, the wise teacher sees his larger task as that of encouraging his pupils to live as vividly as they can and to use as much of their environment as is helpful to them. The whole community with its varied media of communication becomes a limitless resource.

The modern teacher realizes that man is not wholly a talking and writing animal. He also sings and dances. He carves wood and builds machines. He paints and sews and cooks, models in clay and carves in stone. Little children do all of these things, and many adolescents who attend the more conventional schools do them outside the school. The successful modern teacher learns to express himself in as many different media as possible so that he may encourage and lead his pupils to use all the different forms of expression that are natural to them. The teacher, therefore, should know as much as possible about all of these activities, so that he can recognize talents or tendencies on the part of his pupils and encourage them to express themselves in many different ways.

G. The Teacher in the Modern School Recognizes that Evaluation Is an Inherent Part of the Educative Process

Finally, the modern teacher should be a person who looks critically upon his work and evaluates activities while they are in progress. Being a reflective person, he is constantly seeking to improve. With each analysis, he is able to build a new synthesis. Just as he examines critically his own work, his relations with his pupils, their parents, other teachers, and his community, so does he encourage his pupils to take stock of what they are doing. He and they stop often to ask, "What can we do to improve?" not only "How well did we do?" In the modern school, the habit of evaluation is not something that takes place periodically at the conclusion of a term. It is part and parcel of every day's activity.

The teacher of the modern school accepts evaluation as an integral part of the program of guiding boys and girls. He helps his pupils to recognize their own strengths and weaknesses and plans with them experiences for further growth. He goes beyond the narrow concept of evaluation as a means of measuring the ability of the child or the competence of a group against some previously conceived standard. Instead, he considers evaluation as a means of helping one child, or a group of children, to study their own progress and to plan for further growth.

To put this concept of voluntary, cooperative, and democratic evaluation into practice, the teacher needs to know the kinds of goals that are important both to young people and to the society concerned with their education. He no longer evaluates his pupils primarily by their verbal memories or their skill in acquiring information. Instead, he recognizes that pupils have many different purposes and therefore must be helped to measure their activities in many different ways. When pupils realize that they need to read more swiftly or more discriminatingly, they become interested in making records of their own reading proficiency. If they are convinced that they need to increase their ability to think critically about important matters, they are glad to find ways to measure that ability and to make records of their results. When they have made up their minds to improve skills or work habits or attitudes, they eagerly investigate any records that measure these characteristics. Therefore, the teacher in the modern school finds it expedient to learn about many varieties of standardized tests, rating scales, graphs, practice tests, anecdotal and diary records. He advises his pupils concerning many varied ways of measuring their own progress and encourages them to find ways of their own. He helps them to realize that evaluation is an inherent part of instruction and an integral part of all school activity. He wants them to carry this capacity for critical evaluation into their own personal lives, both now and in the future. As a group and as individuals, teacher and pupils know where they are going and why.

III. A Study of the Activities of Teachers in Certain Selected Modern Secondary Schools

The judgment of the committee writing this chapter as to the desirable characteristics of the teacher in new-type high schools has been confirmed in two ways: by the personal testimony of certain members of the Cooperative Study Group who are teachers in new-type secondary schools; and by the results of an inquiry, previously referred to, which was sent by one of the Fellows to the principals of twenty selected schools having such curricula. Both of these methods of investigation give additional evidence that modern ideas of education are now in practice and that there actually are teachers who are realizing the basic emphases listed in the preceding section of this chapter.

In an attempt to obtain a representative picture of what teachers do in these new-type curricula, a questionnaire was sent out asking curriculum directors or principals to state specific things now being done in their schools which were not done under the old curriculum. The selected schools represented all sections of the United States and included public schools of various sizes as well as laboratory schools affiliated with teacher-preparing institutions. The distinctive feature of this group of schools is their attempt to develop new-type curricula.

The materials submitted included listings of many skills, methods, and other features of teaching which are given a new emphasis in the programs now emerging. A summary of the replies received from the cooperating schools reveals several trends which will be of value to colleges and universities desiring to equip teachers with the education needed to function in a new-type school. Although this analysis of new curricula duplicates some of the descriptive material presented previously, the present summary is directed more specifically to the implications in these findings for anyone interested in determining what the new-type teacher must be able to do if the curriculum is to be successful.

The life problems of each individual student receive much attention in new curricula. This trend was indicated in various ways by each of the schools concerned. Some wrote that current problems are studied more thoroughly as the guidance viewpoint is given a greater place in the teaching process. The subject-matter of the modern secondary school is organized into more life-like situations. In relating itself to the ideas, questions, and experiences of boys and girls, the school now draws upon organized bodies of subject-matter as functional resource material. This problem approach necessitates much more frequent contacts with the parents, as well as with the homes of the pupils. The pupil studies his environment and seeks to relate his abilities to the problems he meets from day to day. All of this results in more emphasis upon a comprehensive record of the growth and development of every pupil. Teaching becomes guidance - and then, in turn, guidance is realized to be teaching at its best. Other schools wrote that individual differences are now considered in practice as well as in theory. The individualization of instruction is seen as the only way to focus attention upon certain special needs and abilities of pupils. Instruction is adjusted to the person, rather than the person to the subject matter. Classroom activities must be differentiated if the goals of this type of school are to be reached. The teacher must come to know each pupil as a human being rather than a number on a class register. Obviously, a new direction is given to methods of teaching in order to achieve the individualized education described above.

The schools studied exhibited in their reports a definite trend toward the cooperative participation of pupils, parents, and teachers in planning, implementing, and evaluating curriculum experiences. Nearly all of them named pupil-teacher planning as a unique feature of their new curricula. Living together profitably in the school situation becomes a major goal for both teacher and pupil. Pupils better understand their teacher when they are allowed to help plan and organize their work. Committee experience provides them with training in real democratic endeavors. A cooperative attitude is then developed between the student body and the faculty. Cooperation between teachers is found operating in the modern school to a degree never before achieved. Working on a panel or team in a general studies curriculum, teachers, too, are learning to function in a democratic manner.

Many replies in this study pointed to a wider use of the community as a laboratory for the study of real life problems. A greater use of field trips was mentioned as a means of implementing this trend. When properly utilized, the resources of the community open a wide range of opportunities to be used by the student in solving his problems. The public, too, is sharing in curriculum planning, and, as a result, is participating in educational dividends never before realized. The practical cooperative attitude which exists between teacher, school, and community in some of these schools illustrates the type of benefit which can spring from this kind of curriculum development.

The wider use of many different materials of instruction and first-hand experiences as a part of the teaching program was revealed as another trend in the modern school. Especially noticeable was the new emphasis placed upon non-verbal media for teaching, which are gaining increasing prestige. The domination of classroom activities by a single textbook has been replaced by the use of a great variety of resources. Wide readings, trips, interviews, moving pictures, radio programs, recordings, and the whole range of "extra-curricular" activities are now all contributing to the curricular material which is used to solve the problems of youth.

New relationships between the more formal organized bodies of subject-matter are being developed. Because the new-type curriculum draws upon stores of information as they are needed, there develops a better understanding of the interaction between different fields of knowledge. As a result of this movement, a new concept of the purpose of subject matter is emerging in the secondary school. There is a greater emphasis on child development than "on the ground to be covered." Subject-matter becomes the pupil's servant, not his master.

Thus, the cooperating schools disclosed a new pattern in general methods of teaching which seems to point toward a "life in action" atmosphere in the modern school. This is replacing the formalized air of the traditional schoolroom. The actual practice of the democratic way of life is a vital characteristic of this new pattern. The current pupil-teacher attitude is evidence of a new day in cooperative living in the school. The desire to live as good a life as possible here and now seems to be a major goal. It was also found that new methods of evaluation have led to a new emphasis on pupil development and participation. This whole pattern of democratic action has also led to administrative changes in scheduling pupils and teachers.

IV. The Selection of Teachers for the Modern School

The selection of prospective teachers should be made with great care and as early as possible in the period of education. Ideally, the high school curriculum should be so rich, so varied, and so close to life that it presents, among other things, an accurate picture of the opportunities and satisfactions of teaching as a career. This realistic presentation in high school of teaching as a life work should be practical from several standpoints: first, it should show the student already interested in teaching what he needs in preparation for his work; second, it should attract to teaching many young people who have been diverted from this choice because of a negative attitude forced upon them by the dullness and unreality of their high school work or by their unfortunate experience with teachers; and, third, it should demonstrate to the student unsuited to teaching a recognition of this unsuitability and an opportunity to explore other fields.

The youth who, in adolescence, has already demonstrated both a native ability and distinct inclination toward teaching is rare indeed. "If such there be, go mark him well." He needs encouragement and wise guidance all along the way. Many young people who have been diverted from teaching because of the unattractiveness of the more conventional high school methods, and the stigma attached to the "limited" life of the teacher, find later, after they have gone into other lines of work, that their choice has been unwise. They covet too late a chance to work toward something profoundly essential to our democratic life. What a pity that they have so often been turned away from the myriad possibilities and deep gratifications of the teacher's life - because of the widespread popular notion, "Those who can, do; those who can't, teach." Most of these young people get their prejudices against teaching while they are in high school. The sound and lively philosophy of the modern school should correct this evil and draw into the profession of teaching many of these very able young people who really belong in this field.

The modern high school should not only give many of its young people a chance to look favorably at the profession of teaching, but should also give all youth a chance to realize the kind of vocational choice that best suits them. The guidance program, constantly at work in the newer high school,

should very positively discourage those students who are going into teaching because they do not know what else to do, because their parents want them to be teachers, or for some other insufficient reason. The ranks of the teaching profession have long been too full of teachers whose attitudes are not seriously professional, who are using teaching as a "stop gap" between college and the kind of job they really want. The program of the modern high school respects individual differences so greatly that it seeks to prevent such wasteful and hazardous vocational choice as this. It is not always possible or advisable to expect the high school senior to know exactly what he wants his life work to be. However, it is possible to create a healthy respect for teaching and to attract toward that profession young people of the highest competence.

Since high school teachers today are prepared in our colleges and universities, these institutions want to know, first, how to recognize the students who will make good teachers, second, how to interest them in the profession, and third, how to divert intelligently from this field those students who cannot become good teachers. These colleges must experiment in various ways to determine which students are likely to develop the characteristics needed by the new teacher. Institutions should be ever watchful in selecting as prospective teachers the young people who have the intellectual curiosity, the vivid interest in many activities, the joy in learning and doing, the creative ability, insight, social adaptability, and love of people needed in the modern school. When college faculties feel that they have identified young people whose prospects as teachers are good, they still have the problem of attracting these young people to the teaching profession. Because modern schools place a high premium on initiative and give their teachers an opportunity to utilize many talents and abilities and a chance at a more active community life, they will attract college students who show ability along these lines. The college student who is gifted in group leadership, who easily inspires the trust and confidence of young people, and readily enters into their problems may derive great personal satisfaction in the modern school, whereas he might reject the more conventional school as not sufficiently challenging to his ability.

When a young person has prepared for teaching, only to find himself a failure in that work, the whole community is distressed at the human waste involved. Everyone who knows about the situation tends to blame the college and feels that this individual should never have been permitted to prepare for teaching, or at least that he should have been discouraged early in his course. This blame is, to some degree, justified. The college seeks to remedy this situation by setting up standards and decreeing that no student who falls below these standards may undertake to prepare himself for teaching. The difficulty with this is that very few college students have all the requisites of an effective teacher, and it is practically impossible to tell which of these students is incapable of developing the needed characteristics. Very often a handicap may be overcome or compensated for by an individual who cares intensely about making the change. Oftentimes, the whole profile makes up for one or two deficiencies deemed essential by some formal standards. In short, no rigid set of requirements will ever serve to exclude the unfit from teaching without the possibility of excluding also many of the fit. This is not an argument against the establishment of criteria and standards for teachers. It is, however, an argument for sufficiently flexible standards which recognize individual capacity for growth and the amazing variety of individual differences. Wise vocational guidance in colleges will eliminate many of these difficulties.

Modern secondary schools are not only recruiting teachers from the ranks of students now in college, but are also looking for teachers actually in service who are capable of meeting the challenge of the new-type curriculum. The needs of youth in our schools today are so intense that schoolmen cannot wait until a new "crop" of teachers are prepared to meet these needs. Serious efforts must be made to redirect the activities of teachers now in service and to give their work real meaning in terms of a contemporary educational philosophy. These in-service teachers cannot be given a few lectures on this philosophy and then drafted into the business of putting that philosophy into action. Such a sudden course encourages skeptics who resist new ideas as mere innovations. Those in-service teachers who merge their efforts effectively into new types of work do so because they come of their own volition to believe wholeheartedly in the philosophy of the modern school. Educators who are guiding the work of new-type secondary schools will do well to encourage those teachers who are enthusiastic about new ideas, who have a capacity for growth, and a deep appreciation for and sympathy with the needs of modern youth. The next chapter is concerned specifically with the in-service education of these teachers.

CHAPTER III

THE COLLEGE AND IN-SERVICE TEACHER EDUCATIONI. Introduction on Group Process

As the Cooperative Study Group continued its deliberations, it became increasingly evident that the in-service education of teachers was as important a field of service for colleges and universities as the education of prospective teachers. At first it was thought that a chapter on in-service education, if included at all in the report, might follow the chapter already agreed upon which was to deal with pre-service education. With this possibility in mind one of the Fellows made a special study during the year of in-service education in twenty new-type secondary schools.¹ Interestingly enough, when the results of this study were presented to the group, it was decided not only to include in the report these materials on in-service education but also to reverse the order of the two proposed chapters. This reversal was based on the conviction that if colleges and universities became interested in developing programs for the in-service education of teachers, especially in new-type schools, much valuable light would be thrown on the desired character of pre-service education. As one member of the group summed it up, "As in-service education goes, so goes pre-service education."

The special study upon which this chapter is based consisted of a survey of methods of in-service education used by twenty selected new-type secondary schools. Sixty schools, which had been doing significant work in developing such curricula, were identified through a study of representative professional magazines. Twenty of these schools were asked to cooperate by filling out a questionnaire and by submitting descriptive accounts of the programs they used to effect curricular revision. The results of this survey were gathered together in a research document and placed on file in the Teachers College Library. The committee in charge of writing the present chapter utilized these materials freely.

As finally drafted and approved by the group, the chapter begins with a section on the relation of in-service to pre-service education. The main section of the chapter is devoted to suggestions for the cooperation of colleges and public schools in a program of in-service education. The concluding section deals with the important problem of inducting young teachers into service in public schools. This latter problem is on the borderline between pre-service and in-service education, and as such furnishes a good transition to the next chapter.

II. The Relation of In-Service to Pre-Service Education

Historically, the first teacher education in America was in-service education. Henry Barnard and Horace Mann were leaders in the movement for the improvement of the educational status of teachers. The idea that schoolmasters must continually study their problems took firm hold in pioneer educational circles. The complex nature of the teacher's task today makes this practice

1. Vernon C. Lingren, A Study of the In-Service Teacher-Education Procedures by which Twenty Selected Secondary Schools have Moved toward New-Type Curricula. Unpublished Doctoral Project. Teachers College, Columbia University. 1942.

even more essential. The changing problems which the profession must face in modern curriculum development require that professional alertness be maintained on a high level. The acceptance by college students of the idea of continued in-service education should be encouraged during their period of pre-service experience. Prospective teachers should be guided toward an understanding of the obligations for professional growth in service which they assume when they choose teaching as a career.

An educational philosophy which conceives of education as continuous throughout the life of an individual needs to be implemented by an integration between a program of pre-service education for teachers and a program for their continued in-service education. A union of effort between the two programs is needed. By this united front, the college and the secondary school, through co-operative planning, can render a real service to each other and to the education of youth. Although the administration of in-service education is the primary responsibility of the schools, just as the administration of pre-service education is the primary responsibility of the college, both should cooperate in a total and continuous program of teacher education. Active cooperation in the in-service education of teachers provides the college staff a practical means of keeping in touch with emerging secondary school practice and a pattern for the development of an improved program of pre-service education. Moreover, in this way the college will be enabled to follow up its own graduates in the field.

III. The Cooperation of Colleges and Public Schools in In-Service Education

The survey of twenty selected secondary schools referred to in the introduction to this chapter indicates several channels through which a college may contribute to in-service education in the schools.

Late afternoon, evening and Saturday college classes have long been widely used as a part of in-service education. If they are to be most valuable, these classes must be organized to meet the specific professional needs of the teachers taking them. Colleges might make such courses an integral part of a program of curriculum improvement in the schools by placing the emphasis upon the solution of the actual problems which the teachers are facing in their day to day work. Two main groups of curriculum workers should be considered in setting up these service courses. Classroom teachers need them to promote their own professional growth. Superintendents, principals, curriculum directors, and supervisors compose a second group that should be considered. These leaders need help in the development of local in-service programs for their respective faculties. Some colleges may already have regular course offerings on the campus which will function in these situations. In other instances, special courses may need to be organized. These should be planned cooperatively with public school teachers. Working out a course on the community school in practice is an instance in which cooperation could be of benefit to all concerned.

The summer school is another well established medium for in-service education. Work in college summer sessions has been of great value in developing the new curriculum in many schools. Colleges planning to operate summer schools might make a more significant contribution to curriculum revision in the secondary school if they would organize their work in consultation with public school people.

Summer curriculum workshops for teachers have been a unique feature of the current curriculum movement. "Workshop" here refers to the laboratory type experience in which teachers assemble for individual and group work at a teacher-education center or a selected public school for concentrated work on problems

vital to their local curriculum situation. In some respects, the local workshop compares with the post-graduate clinics which are used by the medical profession as a means of keeping doctors up-to-date. A staff of college consultants is made available to a local group, and committees are organized to facilitate small group discussions. The length of time devoted to study in such a curriculum workshop, graduate credit arrangements, expense allowances, and other factors vary considerably. As more colleges come to see the service which they could render, and the benefits which the pre-service program could receive from their participation in a local workshop, this type of activity should become more widespread. If a secondary school in the area desires to set up a workshop locally, the college staff members would profit from participation in the teaching and learning which is characteristic of the workshop movement. Similar field workshops are being established during the academic year in some cities as a feature of a program of curriculum reorganization. Teachers are freed from assignments in their respective schools, in order that they may attend this laboratory center for cooperative curriculum revision. Summer workshops on a college campus are also important means of educational service.

Curriculum experts, as well as subject matter specialists from a college, may be helpful in various stages of a high school curriculum revision program. The service rendered may range from leadership in a single faculty meeting to full-time consultation over a period of several months. Colleges will be increasingly called upon to supply consultants as they show their readiness to undertake such work, and they will find their own programs vitalized by this field study.

Experimentation and research projects have been used to a considerable extent in the development of the modern curriculum. Teachers may or may not be active participants in these projects, but they could share in the results as consumers of research. Experimentation in classroom organization or methods of teaching, where rather formal controls are set up, are included in the types of research suggested. Such experimentation would do much to vitalize the teachers' work and create a desire on the part of the teacher for continued learning and growth. College faculties could exercise real leadership by helping in experimentation of this kind. As research is one of the important interests of college professors, they would undoubtedly welcome such opportunities. Research workers, by virtue of their specialized study, should have much to contribute to in-service education which would promote the growth of high school teachers.

School surveys in which teachers make a study of the resources, needs, and problems in a community situation as these relate to curriculum revision have been used by many schools as an in-service activity. The nature of the surveys varies from school to school, but the general procedure is similar. Here is a chance for a college to aid in community service, sponsor the development of a better curriculum in the high schools, and increase its own efficiency as a pre-service teacher-preparing institution.

Nearly all school faculties have meetings on current school problems as a means of fostering understanding and growth. The college might help the schools improve these meetings. This would be a challenge to teacher-preparing institutions. A competent representative of a college should be able to offer many suggestions about ways in which to develop more valuable staff meetings. In so doing, the college staff member could learn much which should be of benefit when used in reorganizing the pre-service program of the college.

The encouragement of individual reading, the building of a good curriculum library or laboratory at the school, the preparation and distribution of professional bibliographies, and the writing of local professional bulletins are other

in-service activities which are currently used in nearly all of the schools that have made progress in curriculum revision. In each of these techniques there is an abundant opportunity for the college to serve the secondary school, and, in return, to be rewarded by gaining new insights into the type of education needed by prospective high school teachers.

In this set of proposals, any college staff that is seeking better ways of educating teachers will find some suggestions for improving its relationship with its public. But this brief presentation is a mere introduction to the broader realm of service which the forward-looking college will envisage. There are many other things which would be helpful too. Informal visitation of secondary schools by college representatives, and reciprocal visits to colleges by high school workers, may be another means of attaining an understanding of mutual problems in pre-service and in-service teacher education. Demonstration teaching at the college, or sometimes preferably in the high school, may be effective in putting theories to work. The evaluation of high school teaching and college instruction on a cooperative basis may lead faculties of both institutions to appreciate more fully the problems faced by the other person in the field of teacher education. The collaboration of college teachers and high school teachers in writing and publishing descriptions of innovations in secondary school curricula offers another opportunity for a valuable exchange of experiences. As a college chooses certain phases of this program for development and proceeds to implement them, other cooperative activities will emerge to fit the local situations in the area which is served by the college. A good in-service program, like a good pre-service program, must be adapted to the needs of the individual teachers who are being guided to a new level of teacher education.

As the college participates more fully in in-service programs, it should find its own plans for the reorganization of its pre-service curriculum coming into focus. Having learned more about the modern secondary school program through first-hand field experience, the college faculty has a better background with which to attack curriculum revision in the college. All of the techniques of in-service education which have been suggested for the high school teachers are suitable, with appropriate modifications, for use at the college level. These techniques could serve as the framework of a plan for promoting the professional growth of the college faculty. In this cooperative setting we have the machinery for facilitating interaction between secondary school and college groups as they make an attack upon their mutual curriculum problems.

IV. The Induction of Young Teachers into Service

A threefold responsibility for the induction of teachers into service rests on the school administrative staff, the college faculty, and the State Department of Education officials. It is evident that there must be cooperative effort and sympathetic guidance at every point of contact if the period of induction is to be effective for beginning teachers. The officials of the State Department of Education must be willing to administer a certification plan in a flexible manner. If a probationary system is in effect, they must be able and willing to assist in bridging the gap between practice and performance. The college faculty must follow up its pre-service program by taking responsibility for placement and by continuing its interest in the development of the young teacher on the job. Unless the local school administration understands the purpose, and is willing to carry on the program of pre-service preparation, and take over primary responsibility for the continued education of the young teacher, there will be failure. If, however, there is concerted effort on the part of the three agencies and the beginning teacher, much waste in time and energy can be eliminated. The following brief proposals are predicated on this foundation of understanding.

The basic responsibility of the college is to see that faculty members are kept in close contact with typical school situations for which teachers are being prepared. Such experiences will enable them to counsel and inform the students as to the nature of the problems they are to face. They must be able to take prospective teachers into actual school situations to gain illustrations for discussions and tentative plans. They must bring leading teachers and administrators to the campus for conference, not lecture, periods with the prospective teachers. These will be in the nature of questions and answers with regard to what is expected of the teacher. All of this is to be preliminary to actual induction.

The next important step is the matter of appropriate placement in a full time position on a probationary or an internship basis. The placement director should give careful attention to the factors of fitness of particular students for the various positions. This calls for much knowledge about the prospective teacher and first hand acquaintance with the potential positions. Much professional waste may be avoided if this task is well done. Colleges are giving a great amount of attention today to the responsibilities of institutional placement as a part of the induction process.

After placement the college responsibility takes the form of continuing professional service. First-year teachers should be brought back to the campus for the workshop type of check-up as often as possible. They should be given an opportunity and responsibility of bringing back their experiences to the next class group. A series of bulletins and bibliographies for beginning teachers should be made available. Such material should grow out of experiences in the field. A regular schedule of school visitation must be planned for staff members of the subject-matter and professional fields.

The college adviser should be responsible for cooperating with the local administrator in accomplishing certain very essential services for the new teacher. The teacher should have information about the community which will give a complete picture of the economic, social, political, and cultural background of the people. This should be made available as soon after the teacher has been employed as possible. Handbooks and publications of the school system which give the philosophy and practices which have been adopted are very helpful. An opportunity to discuss this information with the college faculty member should prove beneficial.

Consultation with the local administrator about the particular assignment within the school may protect the teacher from the danger of being given the work which some experienced teacher wishes to avoid because it is difficult and undesirable. The suggestion should be made that the new teacher be associated with an experienced school faculty member whose wholesome personal and professional life will be an effective bulwark against undue discouragement and misunderstanding. This person should help the beginner to find assistance when it is needed. It will be easy for the college staff member to work through this associate in helping smooth out problems. The beginner needs considerable guidance in meeting the problems of community participation.

Public schools are increasingly becoming aware of the major responsibility which rests upon them for the satisfactory induction of young teachers. In many schools experienced teachers are asked to serve on Induction Committees. These committees meet with the beginning teachers from time to time for a discussion of their special problems. By various means the school staff thus exercises a helpful influence over incoming teachers. In-service education should begin with the young teacher, and public schools will need to organize

themselves, as some hospitals have done, for this special service to "internes." The development of a recognized period of "internship" or "apprenticeship" for all beginning teachers is a goal much to be desired. Public schools will need to keep in close touch with the colleges which have prepared these teachers, and ask for their continued contact and interest.

The induction of teachers into the modern secondary school is a process which calls for a high degree of professional and personal competence on the part of college faculty members, State Department officials, and local school administrators. At no other time does a teacher find it so necessary to have the guidance, restraint, and stimulation of understanding leaders and associates. The young teacher has a right to expect expert counsel about school policies, practices and responsibilities. A well-developed induction program is the best possible introduction to the activities of a wide awake school system.

CHAPTER IV

THE COLLEGE AND PRE-SERVICE TEACHER EDUCATIONI. Introduction on Group Process

A committee of four began work on this chapter in the late autumn. The Fellows from the colleges had described and analyzed for the group the teacher-education programs at their own institutions. The committee had also at its disposal a number of plans for teacher education in liberal arts colleges; these plans had been formulated independently by the eight Fellows and had been discussed and criticized by the group as a whole.

A fundamental decision as to the purpose of this chapter was reached early in the year. It was decided to recommend a teacher-education program which would prepare teachers for service in both "general studies" and "broad-field" curricula, with emphasis on the former. The group was convinced that the teacher in the modern secondary school must be equipped for service in varying types of new curricula.

In order that the report of the group might be of value to teacher-educating institutions widely different in character, it was decided to offer a proposal in terms of general principles rather than a detailed blueprint. The suggested program was designed for the liberal arts college, either the independent college or that within the university, but it was thought that teachers colleges might find ideas worthy of incorporation in their programs.

The committee planned originally to divide the chapter into four parts: an introduction which summarized some of our fundamental assumptions about teacher education, a discussion of general education, a section on the role of specialization, and a suggested program of professional education. These four parts were written, but it became apparent that an additional section was needed on how an improved program of teacher education would be introduced in a college or university. Since this additional section was closely allied to the problem of the college's relation to in-service education treated in the previous chapter, it is placed first in this chapter.

II. Plans for the Improvement of a College Curriculum

Any plan for college curriculum development must be adapted to the peculiar needs of a particular institution. This means that no one pattern can be offered as the best way of achieving reorganization; in the final analysis, each plan must be tailor-made. By its very nature, intelligent development of the curriculum must be the result of a total faculty effort. Indeed, the success or failure of any such program depends largely on the wholehearted cooperation of the faculty. Therefore, it is vitally important that some definite plan be formulated for the participation of at least a working majority of the faculty.

Where efforts are in progress to improve the curriculum, particularly for prospective teachers, there is much to be gained by arranging for faculty visits to other colleges. There is always mutual stimulation and encouragement from contacts of this sort. Educators are often surprised to discover that many of the problems found in their own institution are common to other colleges. To learn how a problem has been solved elsewhere is often helpful to a particular college in the resolution of its own difficulties.

Some faculties select one person from their staff to represent them in a summer curriculum workshop at some college or university center. After his return to the campus a forum is organized to meet bi-monthly or monthly for the faculty as a whole to consider the ideas brought back from the workshop by their representative. If the faculty becomes familiar with the rather extensive curriculum literature, it will make these meetings more profitable for all. To facilitate the study of the literature, a professional library of educational books, pertinent to this field, should be built up and placed in a convenient location, such as in a faculty room for staff use.

For purposes of exploring the interest of the faculty in curriculum problems, a poll of their interests in teacher education could be taken by means of a check list. The following questions are suggestive of what may be included in such a check list: What is involved in affording teachers a broader education? How can specialized courses be made more rigorous without becoming dehumanized? How may students be stimulated to more scholarly and creative efforts? How much responsibility has a subject-matter professor in the program of teacher education? How may the guidance of teachers be improved and coordinated? What effects is World War II likely to have on education? Individual faculty members should indicate on the check list other problems in which they may be interested that bear a relation to curriculum reorganization.

It would be logical for the curriculum committee of the college to take the initiative in promoting the reorganization of the teacher-preparation program, for this committee deals with all problems of curriculum improvement including those concerning teacher education. However, the initiative need not come from the curriculum committee as is evidenced by the fact that in some colleges it has come from other groups. Nevertheless, the curriculum committee should be an important part of any curriculum reconstruction plan for it is in a position to coordinate the improved teacher education program with the general curriculum plan of the college.

After the preliminary exploratory work discussed in the paragraphs above have been completed, the curriculum committee could ask the faculty to elect an all-college planning committee for the teacher-education curriculum. This planning committee, on the basis of the data obtained from the check lists, should identify the issues to be studied. A questionnaire might then be sent to the faculty to discover the areas in which each member is most interested in working. It is desirable to have three choices indicated on each questionnaire in the order of their preference. Then an effort should be made in so far as it is possible to assign each instructor to the committee of his choice. There would be distinct advantages in having each interested faculty member serve on two committees to achieve a desirable integration, or there may be good reasons for recommending a rotating membership for the various committees from year to year.

Under this general plan of organization it will be seen that the whole faculty can be divided into working groups by the planning committee to serve different functions such as studying problems of personnel, general education, specialized education, and professional education. If these groups are large, they can be divided into subcommittees to consider more specific problems. For example, the general education committee might have a subcommittee on physical science; this committee, after maturing its proposals, would refer them to the general education committee for consideration; and, if they are approved, they could then be referred back to the planning committee, to the general curriculum committee, and eventually to the faculty for final action. All legislative power resides in the faculty under this organization, the planning committee serving only as a recommending and coordinating committee for the faculty.

Inasmuch as there must be close cooperation between the administration and faculty in the total program of curriculum reorganization, it is logical to expect that the administration be represented on the general planning committee. It is also highly desirable that the student body be represented on the committees concerned with the revision of the curriculum. It is assumed that a desire on the part of students and faculty to cooperate will exist, but if this is not true then this desire for cooperation should be developed.

The proposed committee organization is flexible, lending itself to many variations. In a small college it might not be desirable to divide the four suggested major committees into subcommittees; but, if one of these committees is especially large, it alone might be divided into subgroups. The chart below shows the suggested plan of committee organization.

Faculty and Administration

Curriculum Committee

Teacher Education Planning Committee

Personnel and Guidance Committee	General Education Committee	Specialized Education Committee	Professional Education Committee
Subcommittees	Subcommittees	Subcommittees	Subcommittees

Modifications of the above plan, as well as distinctly different plans, have been used by various institutions for the development of an improved program for teacher preparation. In one large university the plan outlined was used, but the organization was restricted to the school of education. In another college, instead of an all-university focus, the general program was broken down into two divisions; the department of education constituted one division, and the other departments of the liberal arts college formed the other division. Each division elected a coordinator to integrate the work that was done. In one college the president appointed the general planning committee which in turn appointed subcommittees. The least democratic arrangement was one in which the president appointed not only the general planning committees and subcommittees, but was ex-officio chairman of all committees.

Logical procedure in curriculum reorganization requires that there be a thorough analysis of the total college program. The goals of the college program must first be determined. These should then be critically examined to find out whether they are adequately meeting the needs of students preparing for teaching. Information pertinent to this study should be obtained from pre-service students, graduates of the institution, public school administrators and citizens of the community in which the graduates of the college are working, and representatives of the college who have taken part in teacher preparation and have visited the graduates on the job. Out of these investigations new goals will probably arise. All goals should be defined operationally, that is, in terms of what changes are taking place in the growth of students. Instruments should be found or behavioral situations set up that will assist in defining these goals.

The initiation of a program of curriculum improvement is most likely to develop satisfactorily if it is a gradual process. The first year might be an introductory period in which a general study of the curriculum is made. In the

second year experimentation by small groups might be undertaken. This technique has been called the "spearhead" attack. This plan of approach involves a few individuals experimenting in small areas. During this early period of orientation and experimentation it might be advisable to focus attention on the problems of in-service education. As suggested in the previous chapter, colleges may gain valuable clues for the improvement of the pre-service curriculum from participation in in-service education activities.

It is extremely important that all experimentation undertaken in connection with the curriculum be subjected to scientific appraisal. Since all valid educational goals, however, do not lend themselves to scientific appraisal tests of their attainment cannot be made until the students have been out of college for a number of years. Nevertheless, techniques are available which make possible measuring with considerable accuracy the degrees to which many such goals can be made explicit are achieved. Frequently, educational experiments fade out into futility solely for lack of controls or any other means of checking the validity of their results. Without evaluation there is no way to guarantee that the changes made will contribute to an improved program. The importance of continuous evaluation is apparent when one realizes that curriculum reorganization is always unfinished business. New needs continuously arise because we are dealing with a dynamic situation, and any good plan for curriculum improvement must provide for both continuous reorganization and continuous appraisal. Honest evaluation of all curricular changes will give the faculty confidence in the reorganization efforts, and will stimulate their interest in it.

Faculty participation in reorganization work is often limited by the time they have available for such studies. Freeing individuals from some of their teaching loads makes possible their engaging more actively in the problems of curriculum construction. It has been found profitable in some colleges to give an instructor a leave of absence for a semester or a year of special study. More frequently instructors have been encouraged by financial assistance to attend a summer workshop which gives opportunity for concentrated study under specialists in the field. If the work of instructors on curriculum improvement is recognized by the administration as a basis for professional advancement, then teachers will feel justified in making sacrifices to contribute to it.

Many institutions have found the use of consultants very helpful in planning and effecting improvements in their curriculum. An objective self-analysis of a well established educational program may be difficult for a faculty to make; therefore, an outside specialist may be able to give invaluable assistance. Unless there is an evaluation specialist available on the campus, the services of a consultant will be essential for a scientific appraisal of the educational experimentation. As special problems arise in the reorganization process, much time may be saved by securing the services of specialists who are qualified by training and experience to offer expert judgments.

III. Assumptions of a Program Recommended for Pre-Service Teacher Education

It is increasingly recognized that the liberal arts college has as one of its principal functions the education of teachers. Fifty per cent of its graduates enter the teaching profession. Three-fourths of all secondary school teachers are educated in the independent liberal arts colleges and the universities; one-fourth are educated in teachers' colleges. Therefore, the liberal

arts college should face realistically its role in teacher education. To do anything less is to deny its obligation to society.

The education of teachers is not only an important function of the liberal arts college; it is a function peculiar to such an institution, inherent in its very nature. Unlike medical and legal education, which can well be added on later, teacher education must be incorporated within the college program. Liberal arts courses are in a very real sense professional for teachers since they make it their vocation to use in teaching much of the material which they learn in these courses. Moreover, since a teacher is likely to teach as he has been taught, the college experience tends to be decisive in determining professional technique.

The preparation of teachers has always been a matter of vital importance to liberal arts education. It is significant that the latter had its origin in the middle ages in the preparation of teachers. The bachelor's, master's, and doctor's degrees were originally teaching degrees. The original purpose behind these liberal arts degrees was gradually broadened to include education for other professions and occupations. In the process of growth there arose special institutions for educating teachers (normal schools and teachers colleges). Within the liberal arts colleges there also developed departments of education, whose special province was the professional preparation of teachers. Out of this development came misunderstanding and even conflict between the academic departments and the department of education. Teacher preparation suffered from the resulting dualism. The time has come to eliminate misunderstanding and to return to the education of teachers on a united front. Since the education of teachers is an important, indeed even an intrinsic function of the entire liberal arts college, responsibility for their preparation should rest upon the college as a whole and not solely upon the department of education. An all-college committee on teacher education, with each department or division represented, (as has been described in Section Two of this chapter) will aid materially in developing such a sense of joint and equal concern.

This chapter is concerned with the total program for educating teachers; their general education, their specialized liberal arts courses, and their professional preparation. The program is set up on a four-year basis, although we prefer a plan covering five or more years where feasible. If the fifth year is added, it should not be devoted solely to professional courses, but should be a continuation of the three-fold program proposed for the four-year college. It is essential that the principle of integration between general, special, and professional courses be maintained. That principle is basic in the reorganization of the college curriculum for prospective teachers recommended here.

We have assumed that teachers for the type of school described in the earlier section of this report will need a different kind of education from that prevailing in most colleges. Recognizing that all planning involves a prediction of trends, we put ourselves in line with recent curricular developments in liberal arts colleges and in professional education without accepting some of the extremes and excesses in such movements. We look with favor upon such trends as the individualization of instruction, the general education movement, interaction between community and college, the development of broad-field courses, and cooperative field work programs. The reorganization of teacher education and the reorganization of college education are correlatives.

It is our conviction that the colleges and universities must maintain an atmosphere and spirit in keeping with a democratic society. The maintenance of such a spirit involves democratic procedures by faculty, students, and administration in all the varied relationships of the campus. It makes necessary the abandonment of academic isolation and the adoption of a policy of social responsibility and service. This last step means that institutions of higher learning must participate actively and critically in community, state, and national affairs. The gulf between town and gown must be bridged. To this end, extensive field experience must characterize the activities of both faculty and students. The college or university has a dual role to play: it must function actively in society and yet must maintain sufficient aloofness to insure objective analysis of society.

In the college, no less than in the lower schools, the instrumental character of subject matter must be given full weight. At the college level the organization and substance of subject matter will necessarily be more specialized, symbolic, and abstract, but even here there will be recognition of its general, direct, and concrete nature. Instruction must be related with the experience students already have and work toward an orderly development of systematic knowledge. It is well to remember that there are areas of learning which are quite novel to the student, even in college. In such cases the instruction must be very concrete. Moreover, it is important to guard constantly against the danger of pushing the assimilation of pre-digested information too far at the expense of direct experience.

An inclusive view of education must characterize the college as well as the high school. Much that has been described as extra-curricular activity must be given more adequate recognition and guidance. The college program must be based upon the principle that learning involves the total personality. It should therefore take pains to further growth by attention to the physical, emotional, and moral elements in education as well as to the intellectual.

Our recommendations are stated in terms of general principles of reorganization rather than in terms of an idealized plan applicable to all institutions. Illustrations of recommended practice are given. We recognize that different institutions will need to work out these principles in widely different ways, with due consideration for particular conditions, personnel, and traditions.

For purposes of analysis the program recommended is divided into three sections: (1) general education, (2) specialized education, (3) professional education. This separation is merely for convenience and by no means is it to occur in the operation of the program. The three areas are to be unified in one inclusive approach to the problems of teacher education.

IV. Recommendations for a Reorganization of General Education for Teachers

General education is conceived here as that education which is needed by all, irrespective of vocational choice. It comprises those courses and experiences in a liberal education which are required, under normal circumstances, of all students. Because of great variation in individual abilities, an adequate guidance system is assumed. This will provide for individualized programs where the normal scheme of general education is inappropriate. This general education should be adapted to the requirements of the modern age and the needs of modern youth. The two essential attributes of general education are universality and functionality. Universality is not to be understood as precluding attention to specialized and professional concerns, nor is functionality to be construed in a narrowly utilitarian sense.

We believe that the prospective teacher must be familiar with the principal aspects of human culture. He should be given careful guidance to insure that he enters into a wide range of activities and that he has experience which will acquaint him with the possibilities of every broad field of knowledge. The opportunity for varied experience cannot be neglected. The college should, for example, advise him most carefully as to the use of his vacations.

It is our conviction that general education should continue for the entire four or five year period. In the nature of the case, it is probable that the introductory courses in general education will be concentrated in large part in the first two years of college but not to the exclusion of specialized or even professional courses. But it is highly desirable that general education be continued by advanced interdepartmental courses in the later years of the teacher-education program. The exact arrangement and spacing of the courses in general education will necessarily vary from institution to institution.

Prospective teachers need experience in each of the following types of general education: (1) broad-field courses which are closely adapted to the needs of modern youth (courses in the areas of natural science, social science, humanities, general arts); (2) new courses of the problem-area type, such as "family, marriage, and home living", or "vocations, occupations, and work" or "geopolitics", or "the human life cycle", or "personal and community health", or "intercultural relationships"; (3) integrated cultural surveys, such as "American Culture", or "Medieval Culture"; (4) advanced interdepartmental and interdivisional seminars of various types. The laboratory and field aspects of all these courses are to be emphasized.

General education (and specialized and professional education as well) should demonstrate good teaching procedures which will carry over to future high school teaching situations. These procedures will include such features as cooperative student-teacher planning, adaptations to individual differences, the use of varied media for learning, discussion and panel techniques, laboratory and field experiences.

V. Recommendations for a Reorganization of Specialized Education for Teachers

Specialization must be provided in a liberal education for three reasons: (1) to take account of individual differences and abilities, (2) to insure that the student has an understanding of and experience in what is implied by depth of knowledge, (3) to meet the demands of society for specialized competencies.

It is apparent that teachers in the new school will need competency in specialized areas as well as in general studies. Such a teacher will have in effect a double major; on the one hand, general studies; on the other, some broad-field specialization. This dual need makes it essential that the general and the specialized aspects of the teacher's education be interrelated and integrated. Specialized education is to be an extension and a refinement of general education. Since this is so, specialization itself must be broadly oriented. To this end, the major should be divisional rather than departmental. Within such a divisional major the focus might be on (1) a single strong and liberally-conceived department, (2) an interdepartmental plan centering in one division but reaching out into other divisions, or (3) new types of specialization, such as consumer education, family problems, modern housing, or human ecology (sponsored by some one division). It is especially important for a teacher in the modern school to have some experience in each of these types of specialization.

VI. Recommendations for a Reorganization of Professional Education for Teachers

Professional education for teachers should parallel general and specialized education insofar as possible. Moreover, it should be related to and integrated with them. Just as general education will inevitably tend to be concentrated in the first two years, so will professional education find its major emphasis in the last two or three years. But there will be some attention to the problem of choosing a profession in the first two years of the program. One of the freshman courses should include a unit on the problem of vocational choice. Field experience and even work experience should be used to insure understanding of vocational possibilities. The guidance program should function constantly in this connection. In the sophomore year there should be an elective trial course for prospective teachers. This course would be concerned with the problems of childhood and youth, the social and educational development of young people, the impact of the culture upon them. It is essential that this course bring the students into contact with young people by field work in the community. By these means selection of qualified prospective teachers will be facilitated.

In the junior and senior years professional education should include three elements: (1) observation and practice teaching, (2) specific professional problems in a given teaching area or areas, (3) curriculum theory and educational philosophy, history, and psychology. It is recommended that these elements be combined in a two-year sequence, operating as a professional seminar, to which there be allowed a block of credit adequate to meet state requirements, which now range from fifteen to twenty-four semester hours. Educational theory, teaching procedures, and educational practice would be integrated in this seminar.

General sessions of the professional seminar should be held each week. Leadership would be in a panel consisting of permanent representatives from the field of educational theory and of rotating representatives from the various subject matter divisions and from the laboratory or cooperating schools. There should be a faculty-student steering committee, which would decide upon the topics to be discussed and their sequence. It would be well to have small discussion groups of students meeting between sessions of the larger seminar. The seminar would study the reciprocal relations of educational theory, various teaching fields (including general studies), and practice teaching. The discussion would be based in part upon the experience of students in observation, participation, and practice teaching throughout the two-year period. Adequate attention would be given to the study of education as a social institution, curriculum problems, the learning process, guidance, the principles of educational method, evaluation, the control and financing of education, the role of the teaching profession, the relation of the school to the other social services, and the character of a general studies curriculum.

Subgroup sessions of the seminar should be held weekly. The work of these subgroups would consist of the study of professional problems involved in relating the materials of a given teaching field to the needs and interests of adolescents. Each subgroup would be led by a professor competent in both a given teaching area and in educational principles. He would have the assistance of staff members from the academic and education departments as required. The leaders of these subgroups would be in effect "dual professors", with status in both the department of education and a given subject-matter division. These professors would serve as advisers to the major students in their particular

divisions who are preparing to teach. The subgroups would be closely related to the general seminar and organized on a flexible time and syllabus basis. The subgroup session is not to be a methods course in the usual sense. An experimental attitude is to be maintained and the work is to be creative and constructive in nature. The services of teachers in the field should be used whenever possible. The work of the subgroups should be closely integrated with the follow-up and in-service teacher-education program of the college.

Observation should include contrasting school and community programs and should occur both in the early part of the junior year and again in the senior year after practice teaching. Participation and practice teaching would be introduced by one of several methods: (1) part-time teaching in the laboratory school, (2) part-time teaching in nearby cooperating schools, (3) full-time practice teaching for a quarter or other suitable period of time. This part of the professional seminar constitutes its laboratory phase, and as such must be closely related to the work in the subgroups and the general sessions throughout the two year period.

The recommendations in this chapter conclude the report of the Cooperative Study Group. Throughout the body of the report the Fellows have presented for the reader the conclusions which they have reached in their own thinking relative to the problem of teacher education for new-type secondary schools. It is hoped that these conclusions, and the lines of reasoning on which they are based, may serve to stimulate other groups to carry on the process of cooperative thinking and planning. The improvement of teacher education on a national scale will be conditioned in large part by the degree to which representatives of colleges and public schools are able to work cooperatively on the challenging problems involved in the professional education of teachers for the new school.

